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ABSTRACT

The handbook provides teachers with a guide to a course of vocational training designed to qualify high school stenographic majors for initial employment as stenographers or potential secretaries. The subject is taught by means of practical application under supervision and is meant to serve as a culmination of secretarial training. The course provides training in five basic areas: (1) building dictation and transcription skills, (2) building typewriting skill, (3) developing skill in language arts, (4) developing skills in the use of office machines, (5) improving human relations skills and personal qualities. Thirteen units of work are outlined, some broad ("The Secretarial Career"), some narrow ("Handling the Mail"), with teaching suggestions offered for each topic within the work units. A separate section on teaching procedures and techniques gives suggestions for equipment and classroom layout, organization and management, machine maintenance, and evaluation. The handbook's fourth section is a guide to such teaching aids as bulletin boards and audiovisual aids, and offers sample worksheets and checklists, while the appendix includes a bibliography, glossary, film catalog, and materials sources. (AJ)

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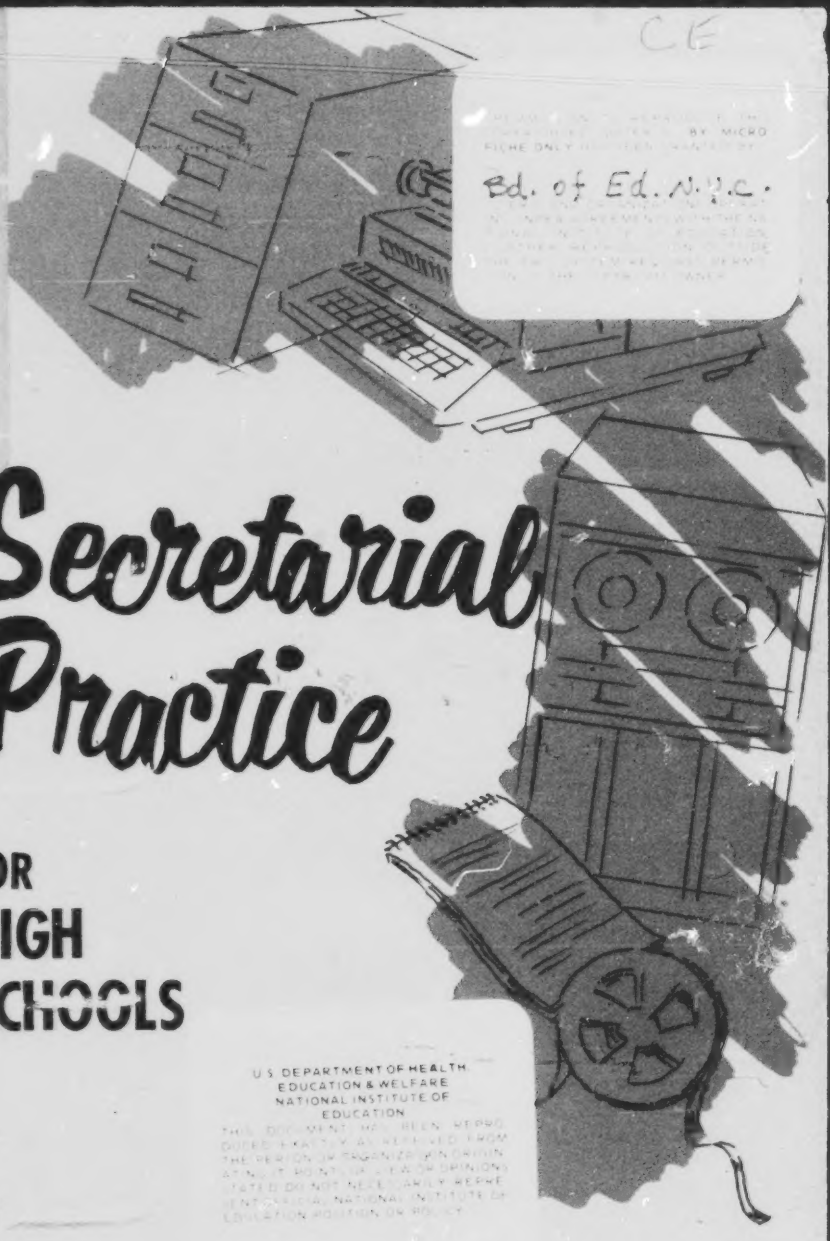

Secretarial Practice

FOR HIGH SCHOOLS

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Secretarial Practice

FOR HIGH SCHOOLS

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Foreword

Current business education programs must be responsive to the changing needs of students and their career objectives, to the parents and the community, and to the business world and governmental agencies.

Secretarial Practice for High Schools is designed to meet these objectives in practical ways. It develops and reinforces basic technical skills as a functional, integrative course of study, providing experiences for personal and employment adaptability.

To meet the occupational aspirations of our students and to satisfy the high-skill demands of government and business, these simulated work experiences serve as a culmination of secretarial training in our schools.

SEELIG LESTER
Deputy Superintendent of Schools

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Contents

INTRODUCTION 1

Objectives 2

Selection of Students 3

Course of Study Outline 3

Basic Areas: Knowledge, Skills, and Attitudes 5

DICTATION AND TRANSCRIPTION 6
- Training in Special Techniques 6
- Training in Office-Style Dictation 7
- Handling Special Transcription Problems 7
- Efficient Organization for Transcription 8
- Techniques in Handling Completed Material 9

TYPEWRITING 10
- Inventory of Basic Typewriting Skill 10
- Operation of the Typewriter 10
- Improving Typewriting Skill 11
- Care of the Typewriter 11
- Review of Note-Letter Problems 11
- Developing Skill in Proofreading 12
- Developing Special Typewriting Skills 12

LANGUAGE ARTS 13
- Motivation for Proper Communication 13
- Improving Speech 13
- Improving Written English 14
- Composing at the Typewriter 14

Office Machines 16
Adding and Calculating Machines 16
Duplicating Machines 16
Transcribing Machines 18
Miscellaneous Equipment 20

Human Relations and Personal Qualities 21
Personal Appearance 21
Health — Importance for Success 22
Improving Character Traits 23
Improving Work Habits 23
Business Etiquette 23
Business Ethics 25
Cultural Enrichment 26

Units of Work 27

Unit I. The Secretarial Career 28
Motivation 28
Locating Job Openings 29
Fields of Job Opportunities 29
Types of Initial Employment 30
Identifying Current Working Conditions 31
Pupil Self-Evaluation of Employability 32
The Role of the Secretary 33

Unit II. Handling the Mail 35
Importance of the Written Message 35
Incoming Mail 35
Outgoing Mail 37

Unit III. Filing — Business's Memory 40
Motivation 40
Source of Materials 40
Filing Systems 41
Filing Procedures 42
Filing Equipment and Supplies 44
Application 44

Unit IV. Office Communications Systems 45
Telephone 45
Using Interoffice Communication Devices 49

Using Telegraph Services 50
International Telegraph Services 52

Unit V. The Receptionist 53
Introduction 53
Developing Desirable Personal Qualities 53
Duties 54

Unit VI. Travel and Transportation of Goods 57
Traveling 57
Transporting Goods 61
Serving as Messenger 62

Unit VII. Stationery, Supplies, Equipment 64
Stationery 64
Supplies 65
Equipment 66
Care of Stationery, Supplies, and Equipment 67

Unit VIII. Business and Banking Procedures 68
Introduction 68
Records and Record Control 68
Types of Banks 69
Banking Services 70
Banking Information and Forms 70
Business Procedures and Forms 73
Keeping Employer's Personal Records 75

Unit IX. Using Reference Books 77
Finding Information 77
References 78

Unit X. Office Procedures and Organization 82
Business Functions 82
Types of Business Organizations 83
Departments of a Firm 83
The Business Office 84

Unit XI. Employment and Advancement 85
Preparing for Employment 85
Job Leads 87
Letter of Application 89
Employment Application Form 90

The Interview 90
Employment Tests 92
Securing Initial Employment 93
Working in Civil Service 93
Succeeding and Advancing 93

Unit XII. Civil Service 97
Governmental Levels 97
Types of Jobs 98
Specific Career Information 98
Sources of Information 98
Preparing Applications 99
Preparing for the Test 100
Accepting a Position 101

Unit XIII. Data Processing 102
Definition 102
Unit-Record Technology 103
Electronic Computer Systems 103
Storage Devices 104
Computer Languages 105
Terminology 105

Procedures and Techniques 107

Classroom Equipment and Layout 108

Class Organization 111
The Battery Plan 111
The Rotation Plan 111
The Integrated Laboratory Plan 113

Classroom Management 114
Shorthand Dictation and Transcription 114
Machine Operation 115
Safety 116
Secretarial Pool 116

Maintaining Machines and Equipment 118

STANDARDS AND EVALUATIONS 120
Shorthand and Transcription 120
Typewriting 120
Business Machines 121
Personal Qualities 122
Language Arts 122

Teaching Aids 125

Bulletin Boards 126
Assemblies 131
Audio-Visual Aids 136
Films and Filmstrips 136
Dictation Records and Tapes 138
Overhead Projector 139
Samples of Job Instruction Sheets 141
Filing Projects 141
Transcribing Machine (Edison Voicewriter) 143
PBX (Monitor Board) 144
Calculators 146
Sample Checklists 147
Checklist for Telephone Training 147
Checklist for Duplicator Performance 148
Weekly Rotation Plan 150
Weekly Assignment Roster 151

Appendix 153

Common Terms in Data Processing 154
Selected Bibliography 155
Films 159
Sources of Films 170
Kinescopes 170
Teaching Materials (Free Inexpensive) 172
Important Addresses 174

INTRODUCTION

Secretarial Practice provides vocational training to qualify high school stenographic majors for initial employment as stenographers or potential secretaries. It also provides an opportunity to integrate desirable attitudes, essential skills, and knowledge in English, typewriting, machine transcription, or shorthand and regular transcription. In addition, the course assists students to advance to positions requiring a high degree of secretarial efficiency.

An opportunity is afforded for learning additional essential skills such as operation of commonly used office machines, good grooming, business etiquette, business ethics, human relations, personality development, telephone technique, filing, automation, banking, and job seeking.

This subject is taught by means of practical application under careful supervision rather than by theoretical lectures or discussions.

Objectives

The *general* objectives of the course are:

- To meet the needs of students preparing for secretarial occupations
- To give students basic knowledge, skills, habits, attitudes, ideals, and appreciation necessary for successful adjustment to life.

The *specific* objectives of the course are to enable students to:

- Attain a high degree of skill in taking shorthand dictation and in transcribing shorthand notes
- Attain a high degree of skills in typewriting
- Increase their knowledge of the fundamentals of English

- Increase their powers of written and oral expression
- Develop desirable personal qualities and office deportment
- Develop skills and knowledge in the use of office machines and equipment

Selection of Students

Secretarial Practice should be a required subject for students wishing a New York State Regents diploma or for those who have chosen shorthand as a major. Prerequisites involve competency which may be shown by:

1. Satisfactory completion of two years of shorthand; or
2. A passing mark in the Combination Shorthand, Typewriting, and Transcription Regents examination; or
3. Concurrent enrollment in the last half of second-year shorthand for those who began shorthand late or who have been retarded in shorthand

Course of Study Outline

Secretarial Practice should be offered in the twelfth year for a minimum of five periods weekly for one year or, preferably, for ten periods weekly for one term. Because of the need for clean-up time for machine activities in the course, a double period is desirable. Secretarial Practice provides training in five basic areas:

1. Building Dictation and Transcription Skills
2. Building Typewriting Skill
3. Developing Skill in Language Arts
4. Developing Skills in the Use of Office Machines
5. Improving Human Relations Skills and Personal Qualities

The following units, together with the five basic areas noted, comprise the subject matter of this course. The order and thoroughness of cover-

age vary, depending on the number of terms the subject is offered and the number of periods allotted.

- The Secretarial Career
- Handling the Mail
- Filing—Business's Memory
- Office Communications Systems
- The Receptionist
- Travel and Transportation of Goods
- Data Processing
- Stationery, Supplies, Equipment
- Business and Banking Procedures
- Using Reference Books
- Office Procedures and Organization
- Employment and Advancement
- Civil Service

BASIC AREAS

Knowledge,

Skills, and

Attitudes

DICTATION & TRANSCRIPTION

Secretarial Practice stresses the basic skills of taking dictation and transcribing effectively, but, in addition, it must provide instruction and training in the related skills and knowledge required in the business office which have not been covered in the shorthand and typewriting classes. The following additional related skills must be included:

TRAINING IN SPECIAL TECHNIQUES

Taking dictation with pencil, pen, ballpoint pen, and on the typewriter	Discuss advantages and disadvantages of various writing tools. Establish desirability of permanence and legibility. Demonstrate various pens. Require use of pen on specific days. Provide experiences on direct take at typewriter.
Using notebook	Drill in transcribing cold notes regularly, identifying letters by dates.
Proper dating of take	
Rubber band to locate section	Demonstrate and illustrate techniques.
Dating and numbering	
Transcription techniques	Implement special techniques by stressing varied requirements for transcripts.
Dictation from several dictators	
Reference sheet for special requirements of different dictators	Establish requirements for manual to be kept by students.
Transcribing in order of importance	Extra transcripts kept for checking
Noting special instructions	Illustrate some uniform method such as special column in notebook for instructions, asterisks, encircled notes.
Number of carbons	

Notations on carbons only	
Obtaining information to be included in transcript, from files, time tables, quotation books, previous correspondence	Train students to check for special instructions before starting transcription.
Personal style manual	Establish requirements for manual to be kept by students.

TRAINING IN OFFICE-STYLE DICTATION

At uneven rate	Invite teachers and businessmen as visiting dictators.
Including changes, additions, deletions during and after dictation	Use published texts that provide office-style dictation.
Dictating part of letter with stenographer to complete names, addresses, salutations, standard opening and closing paragraphs, data from other sources	To avoid disorder, assign different student each day to consult reference sources for data.
Including planned errors in grammar, in facts	Prepare mimeographed letters as basis for dictated responses. Dictate inconsistent responses.
Requiring improvements in coherence, organization, sentence structure	

HANDLING SPECIAL TRANSCRIPTION PROBLEMS

Variations in mechanical form	Prescribe varied transcript styles.
Double-spaced letters	
Two-page letters	
Style variations—block, semi-block, full-block, indented, special styles	

Estimating length of letter	Illustrate format of backing sheet with line locations.
Variations in letter placement Constant date line Constant margins Variable date line and margins	Dictate letters of varied lengths.

EFFICIENT ORGANIZATION FOR TRANSCRIPTION

Choosing correct carbon weight	Keep various sizes and types of paper stock in cabinet, and require students to make appropriate selection for specific tasks.
Using appropriate paper Originals Rough drafts Multiple carbons Erasable	If storage space is not available, have students carry envelopes with labeled file folders of assorted paper stock.
Making corrections In and out of machine Proofreading Various paper stocks Eraser shields Squeezing and spreading Re-inserting paper Matching inside address to printed form letters	Annotate dictation material to include instructions requiring students to make corrections *after* the transcript has been typed and removed from typewriter. Early in term have pupils prepare transcripts without inside addresses. During course of term redistribute these letters for insertion of inside addresses.
Selecting paper size Indicating bottom margin on manuscript work Centering on odd-size paper Set-up on special letterheads	
Addressing envelopes Different sizes Variations in addresses Special notations: air-mail, special delivery, etc.	If there is inadequate supply of envelopes, cut paper to envelope sizes. Prescribe special notations periodically.

Handling carbon copies Special notations for later reference Follow-up in tickler files File numbering Recording of cc. sent to . . .	
Using transcription reference books Dictionary Style manual Secretary's handbook	Administer tests requiring use of reference books.
Improving transcription facility Determining transcription speed Pre-reading and proofreading for increased production Organizing desk materials Using tools properly: erasers, ribbons, ribbon changing, minor machine repairs and adjustments, notebook rests, copyholder, eraser shields, correction strips and fluids, stencil and master correction	Provide typewriting analysis charts. Administer timed transcription tests regularly. Maintain individual charts of typewriting and transcription speed. Train two or three students in proper methods of changing ribbons and making minor adjustments and repairs. Let them help those needing help. Have every student change a ribbon at least once.

TECHNIQUES IN HANDLING COMPLETED MATERIAL

Attaching envelope and carbon to letter Disposition of carbon copies Handling enclosures Sealing, stamping, mailing	Organize teacher's desk with properly labeled trays and require pupils to submit work in professional arrangement. Sign and return letters; instruct students to prepare materials for mailing. Use Easter Seals as stamps.

TYPEWRITING

The typewriting ability of secretarial practice students should be developed to the point where they can succeed at office tasks requiring a typewriter. Their typewriting ability must be integrated with the other skills and knowledge required of a stenographer and secretary.

INVENTORY OF BASIC TYPEWRITING SKILL

Straight copy ability
Knowledge of special symbols
Centering vertically and horizontally
Setting up tabulations
Setting up business letters
Setting up personal letters

Administer timed copy test; record GWAM scores. Provide individual term charts to show improvement.

Use honor rolls, certificates of achievement, and contests as incentives.

Refer to Building Dictation and Transcription Skills.

Award certificates to those showing improvement.

Simplify various tables for setting up letters and balanced margins. (A plan for pica might be converted to elite by adding 8 to left and right margins.)

OPERATION OF THE TYPEWRITER

Manual
Electric
Representative makes
Long carriage
Conversion of letter and tabulation scales to various size types

IMPROVING TYPEWRITING SKILL

Use of technique-analysis charts
Use of speed drills on a regular basis
Error analysis and use of corrective drills for accuracy
Error self-analysis and remediation

Observe each student at least once early in term. Provide chart identifying specific faults in technique (carriage throw, finger vs. arm movement, etc.) that impede skill development.

CARE OF THE TYPEWRITER

Dusting of machine
Correct erasing techniques
Cleaning of keys
Maintaining of proper standard on ribbon shading

Inspect typewriters regularly to see that machines are free of eraser grit. Establish cleaning schedule. Stress advantage of correction strips and fluids. (Students should change their own ribbons.)

REVIEW OF NON-LETTER PROBLEMS

Simple tabulation
Boxed tabulation
Manuscript work
- Footnotes
- Bibliography
- Quoted inserts
- Table of Contents
- Title page
- Inserted illustrations

Typing masters and stencils
Interoffice memos
Telegrams and cables
Typing on index cards
Invoices and bills
Fill-in forms
Accountants' reports
- Profit and loss statements
- Balance sheets, etc.

Have students copy a manual of style, with carbon copy. Have them retain original for future reference, and submit carbon for credit. (Manual should include sample letters of application and resumé.)

Postal cards Legal papers Carbon packs	Use paper or oaktag cut to postal-card size. Obtain blank legal forms and compose projects requiring completion, or use workbooks and practice sets.
Conference minutes	Assign students to record and type minutes of club activities, assembly programs, etc.

DEVELOPING SKILL IN PROOFREADING

Teaching method of proofreading as distinct from reading Checking material in and out of the typewriter Learning proofreader symbols Typing and correcting rough drafts	Provide mimeographed materials regularly for drilling correct proofreading techniques. Establish rotating editing department to review daily transcripts and to edit school jobs. Develop skill of reinserting and realigning material to be corrected. Publish class newspaper.

DEVELOPING SPECIAL TYPEWRITING SKILLS

Typing and making corrections on stencils and masters Typing from recording equipment Typing special symbols not on the typewriter Special typing short-cuts Chain feeding of envelopes Front feeding of copy for corrections on bottom of page Correcting bound copy Typing on small papers, cards, labels	Offer services of secretarial practice students to faculty, school publications, parent associations, service institutions, for special jobs, and on material not ordinarily available in classroom. Have students prepare replacement masters and stencils for materials used in course, such as instruction sheets, lists, and safety regulations. Show students how to fold 8½ x 11 paper to make a pocket into which small slips can be placed for typing titles, names, etc. For very small items, use corner notches.

LANGUAGE ARTS

The teacher uses every opportunity to increase students' knowledge of the fundamentals of English. Classroom discussions, transcriptions, letters, written answers to unit assignments, oral reports, and textbook and workbook exercises in technical English are used.

MOTIVATION FOR PROPER COMMUNICATION

Importance of oral communication Voice Articulation, enunciation Grammar, sentence structure	Use films, such as those prepared by New York Telephone, to stress importance of correct and appropriate speech. Show students ungrammatical and unsophisticated quality of some speech patterns by using NY Telephone Teletrainer. Have students make a verbatim record of a conversation in school lunchroom. Have them evaluate speech. Invite guest speakers. Allow time for discussion following presentation.
Importance of proper written communication Letters Reports	Illustrate samples of poorly written letters that offend clients.

IMPROVING SPEECH

Preparing and presenting reports to the class Insisting on complete sentences	Prepare tape recording of skilled speakers, and compare it with recordings of students' speech. Analyze specifics that distinguish the samples.

Analyzing qualities of a pleasant and impressive pattern Diction Voice quality Enunciation Pronunciation Modulation Avoiding speech mannerisms	Ask students to list various mannerisms and clichés demonstrated on tape.

IMPROVING WRITTEN ENGLISH

Teaching use of the dictionary	Encourage students to keep word lists.
Building a better vocabulary	Use word games and fill-in exercises.
Improving spelling Through cumulative planning Through word study: prefixes, suffixes, roots	Develop word families. Plan formal lessons on spelling, derivation, meaning, examples of usage.
Improving punctuation	Provide copies of standard dictionary and *Standard Handbook for Secretaries.*
Introducing special business terms	Use English workbooks, textbooks, and civil service tests for drill in language usage.

COMPOSING AT THE TYPEWRITER

Short compositions or letters	Give students time to compose original personal letters on typewriter.
Original business letters Asking for or giving information Soliciting or acknowledging an order Complaining or praising	Outline situations that might occur in business office, and ask students to prepare original correspondence.
	Provide common model letters for inclusion in secretary's manual.
Special letters prepared at employer's direction	Prepare form letters with omitted words and have students insert omissions.

Acknowledgment recommendation, gratitude, congratulations, condolence, transmittal, reservations, accepting or declining an invitation	Provide practice in introductory and closing paragraphs.
Letter of application	Have students include: purpose of letter, job sought, pertinent personal data, qualifications, experience (if any), references, request for interview, telephone number.

OFFICE MACHINES

The secretary must be familiar with the many business machines used in offices today. On frequently used machines, such as the stencil and liquid duplicator, the ten-key adding machine, and the transcriber, the student should perform with competence and efficiency.

On other machines, those in limited use or requiring longer training periods, familiarity with the purpose and operation of the machines is all that is needed.

The various techniques in organizing a training program for efficient use of office equipment are further developed in Class Organization and Classroom Management.

ADDING AND CALCULATING MACHINES

Full-keyboard adding-listing
Ten-key adding listing
Rotary calculators
Key-driven calculators
Printing calculators
Electronic calculators

Preceding actual demonstration and application, stress basic purpose for which each machine is designed. Consider factors which determine selection of machine.

For detailed teaching suggestions, see *Office Machines for High Schools*, Curriculum Bulletin No. 18, 1965-66 Series.

Before planning instruction, consider complexities of units, such as rotary calculators, for such machines may be superseded by electronic calculators.

DUPLICATING MACHINES

Stencil process
  Preparation of field
  Preliminary inspection

Because of complexity, train two students to master process. Consider them assistant teachers. (Of course, those

Paper feed Stencil mounting Operation controls The run Evaluation of product Stencil removal Closing machine Closing field	who hold related part-time jobs serve as excellent resource.) Provide uniform job sheets or contract sheets which pupils attach to completed work. Establish norms for acceptable levels of production, both in quantity and in quality. Provide for evaluating technique and production. (Sample Checklist for Duplicator Performance is included in Appendix.) (School offices can provide functional practice work which will contribute to meaningfulness of experience. However, it is important for teacher to adhere to instructional goals of course and avoid sacrificing objectives for administrative convenience.)
Fluid process	Follow procedures and suggestions discussed in preceding section on stencil process.
Copiers	Because of diversity of copier makes and processes, do not overtrain students in any one type. Make full use of manufacturers' instructions. (Some copiers are able to prepare spirit masters.) Demonstrate process if it is available, but do not emphasize this facility.
Microfilm	Use films of, or field trips to, places that use microfilming techniques.
Electronic facsimile copier	Where this type of unit is available, train students to acquaintanceship level of instruction.

Printing processes Automatic typewriters Varitypers Multigraph Multilith Screen process Offset	In secretarial practice classroom, consider instructional activity on technical printing techniques. (Practices in industry do not firmly establish these skills as phases of secretarial clerical program. However, when the demand exists, special training should be planned.)

TRANSCRIBING MACHINES

Nature and function Relation to shorthand Varied applications in business Comparison with dictation unit Comparison with tape recorder Types of hardware: belt, plastic belt, magnetic, disc, tape Common brand names	Plan to include one dictation unit with battery of transcribers. Demonstrate difference between dictation unit and transcriber; between tape recorder and transcriber. Demonstrate, or invite representatives to demonstrate, well-known brands.
Initial transcribing instruction Parts of machine Setting up unit mechanically and electrically Belt or disc insertion Electrical switch Adjusting the listening device Adjusting speed and volume controls Using backspace pedal Transcribing context Removing belt or disc Storing belt or disc Disconnecting unit Storing unit	Demonstrate and provide repeated practice in assembling and disconnecting unit. Demonstrate and provide repeated practice in inserting and removing belt or disc. Use amplifier built into many dictation and transcription units, or tape recorder with tapes prepared at slow dictation rates, to provide initial group practice. Control initial transcription activity using this broadcasting device, with entire class transcribing in lock-step procedure.

Prepare and distribute mimeographed transcripts of initial letters, and permit students to work concurrently with both aural and visual stimuli.

Stress steps for initial transcription: (1) listen to short group of 7 or 8 words; (2) stop the playing; (3) type material heard; (4) listen to next group; (5) continue in same manner; (6) be sure NOT to listen and type at same time until you have had several days' experience; (7) backspace with REPEAT (foot) pedal whenever you have forgotten words to be typed.

Prepare and distribute job sheet similar to sheet included on page 143. (This instruction sheet is not to be considered a model, but rather a frame of reference for preparation of similar job sheets that will meet specific instructional needs of your students.)

Use graded materials prepared by manufacturers or by State Education Department in its curriculum guide, *A Uniform Education Program for Machine Transcription* or our bureau's own individual progress materials.

Advanced instruction
- Indicator slip
  - Letter length
  - Margins
  - Instructions
  - Corrections
- Continuous transcription
- Care of dictation unit

Demonstrate and develop drills on identifying letter length from indicator slip.

Reconcile marginal arrangements with those learned for shorthand transcription.

Stress importance of pre-playing special instructions.

Stress importance of pre-playing indicated corrections.

Demonstrate difference in method of intermittent operation by beginner and continuous transcription by experienced operator.

Have students develop familiarity with care of belts and discs for dictation unit, as responsibility of good secretary.

MISCELLANEOUS EQUIPMENT

Switchboards
Telephone consoles
Checkwriter
Numbering machines
Staplers
Envelope openers
Copyholders
Time and date stampers
Paper trimmers
Key punch machines
Cash registers
Miscellaneous data processing equipment
Addressing machines
Postal scale

Provide opportunity, by means of field trips, films, and school offices, for students to become familiar with machines not available in secretarial practice laboratory.

Instruct students to prepare original letters requesting literature describing these items.

HUMAN RELATIONS AND PERSONAL QUALITIES

A desirable personal image has become one of the most important qualifications demanded of its employees by the business world and has become a prerequisite for getting, holding, and advancing on a job. It is, therefore, necessary that the development and improvement of desirable habits, interests, appearance, speech pattern, and the other combinations which go to make up personality be incorporated into every lesson in Secretarial Practice.

The teacher must, through various techniques, encourage in each student a desire to evaluate her image. By analyzing the various elements which make up a personality, by a constant practicing pattern of behavior, and by evaluating and measuring progress, a constructive program of personality development can be initiated.

PERSONAL APPEARANCE

Posture	Provide for specific demonstrations of desirable elements of posture—walking, sitting, standing.
	Remind students, individually and discreetly, of desired posture.
	Use films illustrating desired elements.
Skin care	Invite school nurse or teacher of cosmetology to discuss skin types, facial characteristics, coloration.
Makeup	Emphasize basic requirement of cleanliness.

	Plan demonstrations of applying foundation, powders, blusher, eye makeup and removal of makeup.
	Invite guest lecturers.
Hair	Assign readings and reports on hair types, shampooing, brushing, setting, drying, protection, scalp treatment, styling.
Nails	Discuss manicuring techniques that use polish remover, emery boards, nail brush, orange stick, nail polish. Demonstrate, if feasible.
Good grooming	Emphasize personal cleanliness. Outline elements of appropriate clothing selection — cleanliness, fit, style, color, harmony.
	Discuss factors which guide selection of clothing to meet individual needs. Consider function of accessories. Introduce budgetary considerations.
Personality	Distribute Personality Inventory Sheets for self-rating.
	Encourage students to consult teachers for personality evaluation before job interviews.

HEALTH—IMPORTANCE FOR SUCCESS

Diet Rest Leisure-time activities Medical and dental care Mental health Guidance sources available In school, at home, in community	Assign reports on health, hygiene, and mental health problems to stimulate discussions on how to be healthy by being successful and happy. Invite school nurse to speak.

IMPROVING CHARACTER TRAITS

Dependability
- Attendance and promptness
- Personal organization for prompt and successful completion of assigned tasks at home and in school

Sincerity
Honesty
Tact
Consideration for others

Dramatize situations where personality deficiencies cause friction. Have class analyze reasons for failure in personal relations and suggest ways to improve.

Bring in related home, school, and teenage social situations familiar to students, and show how the same traits causing friction in school and home are carried into business and marriage unless faults are recognized and corrected.

IMPROVING WORK HABITS

Organization
Accuracy
Efficiency
Industry
Intelligence
Discretion
Pride in perfection
Evaluation
Correction and improvement

Define terms in relation to specific tasks. Use classroom and homework projects as examples of how competent and efficient workers increase productivity without expenditure of excessive time.

Use dramatic skits, slides, and movies to demonstrate wrong ways and right ways of doing specific jobs. Provide examples of how time is wasted.

Introduce self-evaluation forms and personality tests to have students analyze traits that contribute to and interfere with success in school, social and home life.

BUSINESS ETIQUETTE

Importance

Use illustrations, case studies, or problem-solving approaches to show that correct business etiquette can aid in job success and can contribute to office harmony and morale.

General behavior Common courtesies of speech and behavior Crudities of speech and behavior Appreciation and consideration	Explain differences that may be anticipated between office and social etiquette. Establish proper forms of business greetings, introductions, and common business courtesies. Discuss situations involving profanity, slang, or obscenity.
Office social customs Formalities in the office Office party behavior Gifts and collections	Discuss use of first names and nicknames. Point out dangers in overstepping bounds during celebrations. Distinguish between collections for organizations and for co-workers (the time and place for each). Distinguish between receiving personal gifts from co-workers and gifts from customers or salesmen.
Mixing social life with business	Discuss forming friendships with co-workers and problems in having office dates. Stress dangers in office cliques.
Maintaining harmony and morale	Identify causes of job discontent: fatigue, inequitable work distribution, salary, lack of promotion, etc. Explain harm done by gossipers and agitators.
Group standards	Discuss excesses of both laggards and eager-beavers.
Avoiding friction	Encourage positive behavior which precludes friction: friendly smile, cheerful greeting, constructive note, optimistic attitude, warm interest.
Conflicts in personality	Discuss techniques for dealing with moody, temperamental co-workers.
Work difficulties	Identify circumstances for working under pressure, meeting deadlines, establishing an atmosphere of teamwork .
Housekeeping tasks	Discuss necessity for cooperating in proper office maintenance: dusting, obtaining supplies, cleaning equipment.

BUSINESS ETHICS

Importance of ethics	Note effects of amoral and immoral behavior on individual and society.
Interdependence of welfare of company and employees	Discuss company's investment of time and money in training employees and need for employee to perform with competence and responsibility.
Misuse of company time and money	Stress: wasting or stealing time is equivalent to wasting money. Distinguish between absence for illness and absence for personal reasons. Stress importance of notifying employer of absence or lateness by calling early in the morning.
Absenteeism	
Punctuality	Discuss consequences of tardiness, of unnecessarily prolonged lunch hours, coffee breaks, and time in rest room.
Loafing on job	Emphasize burden upon co-workers.
Using company supplies for personal business or doing personal tasks on company time	Note: personal calls, visiting with friends, doing personal work, and using company supplies for personal affairs are aspects of misappropriation.
Borrowing company equipment	Stress desirability of obtaining permission.
Loyalty	Discuss need for keeping company secrets and following firm's policies and established lines of authority.
To employer	
To fellow workers	Elicit reasons for avoiding gossip and "undercutting."
Conflicting loyalty when working for several supervisors	Discuss approaches for identifying priorities.
Leaving job	Elicit need for adequate notice to employer for training replacement and for speaking well of previous employer.

Discuss importance of letter of recommendation and permission to use name for reference.

CULTURAL ENRICHMENT

Stimulate interest in good books, magazines, plays, movies, ballet, opera, art.

Stress how such interest can enrich and satisfy one.

Have students trained in ballet, voice, or musical instruments describe skills needed in performance.

Invite members from Art, English, and Music Departments to conduct appreciation sessions and suggest books, museums, plays and movies, recitals, trips to cultural centers.

Have committee type up, mimeograph, and distribute suggestions.

Introduce biographical sketches of top-flight secretaries with sensitivity to aesthetic values.

Assign oral or written reports, either by individual or by committee, on related activity, e.g., interview with famous actress or TV star. Have reports evaluated.

On bulletin board, display related announcements.

Invite students to display artistic accomplishments in exhibits or recitals.

(Teacher's attitude of sincere appreciation may be most effective approach.)

UNITS OF WORK

Unit I. THE SECRETARIAL CAREER

The office worker is in great demand despite the phenomenal increase in the use of automatic office equipment. Our different levels of government employ about 12,000,000 men and women, comprising one of the largest fields for employment in our country. Of these, almost half are office workers, and the majority are women. In the New York City area, there are approximately 1,000,000 office occupations employees in the public and private sectors.

According to *Office Salaries Survey, New York City*,[1] a senior secretary has one of the highest average salaries of office positions.

The Secretarial Practice course, given in the twelfth year, offers students information about current employment trends and procedures for securing employment. In addition, it offers them an inventory of their present secretarial skills and personality traits and an opportunity to develop those skills and attitudes.

This unit should be covered early in the course because of its value in motivating the student to reach levels of competence acceptable to business. It provides an evaluation of the vocational training thus far received and the further related skills and knowledge to be acquired.

TOPIC	TEACHING SUGGESTIONS
MOTIVATION	Elicit post-graduation employment plans. Present films describing available career opportunities. Invite guidance counselors and personnel officers to address class. Stress inherent benefits of secre-

[1] Administrative Management Society (New York Chapter), *Office Salaries Survey, New York City* (New York: The Society), 1967.

TOPIC	TEACHING SUGGESTIONS
	tarial career; emphasize that average woman works 25 years in industry.
LOCATING JOB OPENINGS	
Governmental and welfare agencies	Have students bring want ads to class.
Civil service announcements	Invite school placement counselor or NYS Employment Service representative to address class.
School placement office or governmental occupational counselor working in the school	Bring in copies of civil service newspaper and note civil service positions.
Newspapers: want ads and news items	Encourage oral reports on how friends and relatives obtained jobs.
Private employment agencies	
Employers' groups	
Unions, companies	
Recommendations of friends, teachers, relatives	
FIELDS OF JOB OPPORTUNITIES	
Government agencies	Stress importance of selecting job and field to suit personal interests.
Private business	Acquaint students with various sources of information: career books in library, job classification catalogs, school guidance or placement services.
Professional offices: medical, dental, hospital, legal	
Private agencies: religious, charitable, and foundation sponsored	Encourage students to analyze jobs in terms of (1) possibilities for advancement; (2) growth potential of type of business; (3) short-lived glamour job.

TOPIC	TEACHING SUGGESTIONS
	Assign extra credit to students reporting on books or articles discussing secretarial work as career. Prepare bibliography of related publications in school library.
	Offer extra credit to those who research and report on specialized positions such as medical and legal secretary.
TYPES OF INITIAL EMPLOYMENT	
Mail clerk messenger	Have students report on interviews with those doing type of work in which they are interested.
Clerk Accounting File Payroll General Industry related Statistical	Assign students on work-study plans to describe their jobs to class.
	Organize field trip to firm which employs beginners.
Machine operator Bookkeeping Calculating Offset duplicating Tabulating Key punch	Discuss and evaluate occupational data in newspapers and periodicals, and in government and private publications, such as *Occupational Outlook Handbook*[1] and *Dictionary of Occupational Titles*.[2]
Receptionist	Invite former graduate successfully employed in beginning office position to speak to class.
Telephone operator Telephone company Private firm	

[1] U.S., Department of Labor, *Occupational Outlook Handbook* (Washington, D.C.: Government Printing Office), 1970.

[2] ———, *Dictionary of Occupational Titles* (Washington, D.C.: Government Printing Office), 1970.

TOPIC	TEACHING SUGGESTIONS
Secretary	
Stenographer	
Typist Typist-clerk Statistical typist Transcribing typist	

IDENTIFYING CURRENT WORKING CONDITIONS

Salaries, overtime, wage incentive plans, profit sharing, bonuses, raises	Have students write to large companies to request copies of orientation booklets or office manuals containing data pertaining to working conditions.
Hours—regular and overtime	Assign extra credit to individual students who report on follow-up studies of employment status and working conditions of recent graduates.
Physical conditions Location Transit facilities Office appearance and arrangement	Have students collect want ads which contain working-condition features.
Fringe benefits Vacations and holidays Rest periods Hospitalization plans and sick leaves Social activities In-service and college tuition refund plans Pensions Tenure Insurance	Ask school secretary to discuss her working conditions.
Opportunities for advancement	Provide for individual student interviews with school placement counselor.
Large office vs small office	

TOPIC	TEACHING SUGGESTIONS
PUPIL SELF-EVALUATION OF EMPLOYABILITY	
Personality	Refer to pages 21-26. Have students develop personality rating sheet as class exercise.
Inventory of professional skills Stenographic transcription Typewriting Related skills	Use civil service sample tests so that students may assess their abilities. Ascertain from representative number of firms level of skill needed for typical beginning jobs.
Ability to use machines available in the secretarial practice room	Duplicate checklist for machines familiar to students; have them retain checklist and note progress with each machine.
An integrated knowledge of Mail procedures Filing processes Office communication systems Receptionist's work Transportation of people and goods Office stationery, supplies, and equipment Reference books Banking and financial forms and procedures Business organizations, forms, procedures, and standards Employer's personal records	Duplicate list of topics covered. Have students retain list and record test grades after each topic is tested. Stress correlation between classroom performance and success on job.
Language arts skills	Discuss importance of reading with comprehension, ability to write simply and coherently, and ability to speak clearly.

TOPIC	TEACHING SUGGESTIONS
THE ROLE OF THE SECRETARY	
Organizational relationships	Establish concept of flow of work, stressing that any immediate task involves preceding and follow-up activities.
Functional relationships	Use flow charts and block diagrams to show interrelation of activities, of personnel, of responsibilities. Use films, tapes, speakers, graduates, field trips, to enrich backgrounds and concepts of realistic office involvement. Using experiences of students in part-time jobs, establish that every secretary must function in an integrated role as typist, editor, messenger, receptionist, machine operator, file clerk, travel agent, counselor, sounding board, buffer, coffee brewer, purchasing agent. Distinguish carefully and emphatically between idealized Hollywood executive secretary and realistic buffeted recipient of personnel conflicts, problems, allegiances.
Interpersonal relationships	Deliberately interrupt individual students to prescribe special tasks unrelated to their immediate activity. Discuss distinction between lack of consideration and rational needs. Through role-playing, develop appreciation of broad responsibilities of those in managerial and executive positions. Recommend that students list names and titles of important firm personnel and customers and that they become

TOPIC	TEACHING SUGGESTIONS
	familiar with these names, particularly when they are to be reached by telephone.
Technical comprehension	Develop, by means of visits to offices, demonstrations by salesmen, and films, visual awareness of complex equipment in offices, such as hold buttons on telephones, teletypewriters, microfilming units, visual display boards used with data processing telecommunication. Purpose is to familiarize students with such equipment.

Unit II. HANDLING THE MAIL

The secretarial worker should be familiar with the routines, practices, labor-saving devices, equipment, and reference materials involved in handling both incoming and outgoing mail.

TOPIC	TEACHING SUGGESTIONS
IMPORTANCE OF THE WRITTEN MESSAGE	
Means of communication Permanent record Legal evidence	Plan field trip to mailing departments of a large and a small company to observe mailing activities. Ask students who are employed to describe types of business mail company receives and sends.
INCOMING MAIL	
In a small office; large office	
Classifying or sorting unopened mail	Demonstrate sorting or classifying procedures.
Company Individual Personal	Illustrate sorting tray and other sorting equipment. Post pictures on bulletin board.
	Display envelopes addressed to company and to individual. Prepare envelope marked "confidential" or "private."
Opening mail	Circulate and post illustrations of mail openers.

TOPIC	TEACHING SUGGESTIONS
	Demonstrate techniques for opening envelopes with letter opener.
Examining contents for enclosures, signatures, addresses	Demonstrate procedures for examining and attaching contents and preserving envelope when necessary.
Preserving the envelope	
Stamping date and time of receipt Methods Equipment Purpose	Show pictures of time recorders. Borrow one from office. Circulate correspondence stamped with date and time. Demonstrate procedure of handling enclosures. Provide practice, using transcripts and fictitious enclosures.
Handling enclosures	
Pinning or clipping enclosed matter to letter	Emphasize importance of being alert during procedure. Prepare exercise requiring completion of "missing enclosure" form. Assign pupils to assist school secretaries in handling mail.
Handling multiple enclosures	
Noting missing enclosures	
Sorting opened mail Reading, underlining, annotating, taking appropriate action whenever possible Arranging according to persons or departments Arranging according to employer's preferences	
Keeping records Under separate cover materials Follow-up mail Insured, registered, special delivery mail Money and stamps	Examine register forms found in secretarial practice texts. Prepare exercise based on mail project that includes receipt of coins, stamps, and under separate cover materials.

TOPIC	TEACHING SUGGESTIONS
Routing and delivering To departments or individuals For attention of several departments or individuals Making extracts Forwarding	Circulate routing slip or rubber-stamped list of names or departments. Display illustrations of IN box. Have students prepare envelopes for forwarding purposes.
OUTGOING MAIL	
Collecting from departments and individuals	Discuss difference between systems of handling outgoing mail in large and small offices. Display tray or box marked OUT. Send student to general office to locate OUTGOING MAIL box.
Preparing for mailing Checking for signatures and enclosures Checking address on letter and envelope Folding and inserting letters in envelopes Choice of size of envelope Protection of multiple enclosures Methods of folding Mechanical devices	Discuss stamped and unstamped envelopes, sealed and unsealed envelopes. Apply mailing procedures to materials involved in dictation and transcription activities. Show students different sizes of letters and sizes and types of manila envelopes.
Sealing envelopes and wrapping packages By hand By machine	Assign students to fold and insert correspondence with and without enclosures. Use various sizes and types of envelopes. Use correspondence or packages that will actually be mailed.

TOPIC	TEACHING SUGGESTIONS
	Arrange for demonstrations of mailing machines and equipment by machine company representatives.
Identifying classes of mail	Assign preparation of chart that shows the limitations, cost, and requirements of each class.
Determining need for special services Special delivery Special handling Insured mail Airmail Airmail parcel post Registered mail Return receipt requested Foreign mail Omnibus letter COD Certified mail	Have committee prepare outline, listing characteristics, function, and relative cost of each type of service.
Weighing mail to determine postage (using postal scale)	Have students use postal scale to weigh packages and envelopes and to determine required postage. Prepare duplicated problems to determine postage for various weights and classes of mail. Assign problems requiring reference to postal guides and manuals.
Stamping envelopes Hand affixing Machine affixing Metered mail Bulk mail permits Business reply envelopes and cards	Have students collect pictures of letter sealing and stamping machines for bulletin board. Circulate envelopes stamped by different methods.
Use of addressing services	Refer to classified directory for names of Letter Shop Services.

TOPIC	TEACHING SUGGESTIONS
Use of addressing machines	Illustrate and, if possible, demonstrate application.
Sorting outgoing mail Local Domestic Special services Foreign Airmail	Have students bring envelopes from home with addresses obviously prepared by addressing machine. Assign committee to report on availability of special mail boxes and slots in post office.
Doing other mailing tasks Filing carbon copies Recording stamps used Recording fees paid for special services Keeping records of outgoing mail	Stress necessity for neat corrections on carbon copies of all materials typed. Provide exercises in recording fees on appropriate forms and in maintaining records of outgoing mail.
Using other special mailing services Money order General delivery Post office boxes Tracing mail Unmailable matter	Ask student who has purchased postal money order to describe process. Use sample civil service questions relating to mail information.

Unit III. FILING—BUSINESS'S MEMORY

Secretarial practice students should become familiar with the important filing systems and with filing routines, practices, and materials. They should understand and appreciate the importance of good filing systems in the efficient operation of business organizations.

TOPIC	TEACHING SUGGESTIONS
MOTIVATION	
Definition of filing Need Quick finding Safekeeping Storage Serving as a reminder	Stress fact that office workers (bookkeepers, typists, etc.) file records and that every business and professional office must keep records. Emphasize that importance of filing is not storing of information but rather retrieval of information. Ask students who file, in jobs outside of school or in school, to explain filing procedures they use. Invite school secretary to speak to class about importance of accurate filing in school organization.
SOURCE OF MATERIALS	
Outside the organization Letters Invoices, statements, etc.	Show students original copies of letters or other business forms to be filed, received by teacher or Secretarial Studies Department.

TOPIC	TEACHING SUGGESTIONS
Within the organization Carbon copies of letters Memos Correspondence that has been routed	Stress fact that carbon copies of typed and transcribed materials are filed, accompanied by related correspondence. Show students example of business correspondence which has routing slip and which is now ready for filing.
Special files Sketches Blueprints X-rays	
FILING SYSTEMS	
Alphabetic Names Subjects	Discuss and illustrate characteristics, uses, advantages, and disadvantages of each filing system.
Numerical Serial Decimal Dewey Williams Duplex	To teach filing, use materials, such as workbooks, sample names provided in textbooks, actual correspondence, miniature letter sets, commercially prepared practice sets, and pre-typed cards.
Geographic	Consider not presenting all the alphabetic filing rules consecutively; vary by presenting other subject matter dealing with filing.
Chronological	Develop practical projects such as: Preparing labels for filing folders Filing program cards in alphabetical order for the school Filing letters prepared in typewriting classes Preparing personal telephone lists Preparing assorted lists from telephone directory Alphabetizing test papers and homework assignments for the class
Special systems Soundex Card Visible Wheel Random Elevator Commercial alphabetic files Terminal-digit filing Middle-digit filing Microfilming	Stress that most filing is either alphabetical, numerical, or a combination of

TOPIC	TEACHING SUGGESTIONS
Commercial alpha-numeric (alphameric) systems Computerized retrieval systems	both. Outline advantages of each type for different business records. Show use of Dewey Decimal System in the school library. Make use of Job Instruction Sheets in *Filing Office Practice* prepared by Bureau of Business and Distributive Education of the NYS Education Department. Ask students to report on chronological due-date files of school library. Discuss cycle-billing procedures. Discuss school records: equipment, filing, retention, etc. Arrange for visits to large business offices to see work of filing departments. Test students by: objective-type tests for indexing and alphabetizing to check knowledge of rules; civil service questions; tests supplied by publishers and machine companies; National Business Entrance Tests; timed speed tests.
FILING PROCEDURES	
Collection routine	Provide actual practice.
Five steps in filing Inspecting Indexing Coding Sorting Filing	Indicate sources of help for beginners in office: old files, employer's instructions, etc. Use specific materials, such as actual correspondence, miniature letter sets, commercially prepared practice sets, letters prepared by typing classes, for teaching the five steps in filing.

TOPIC	TEACHING SUGGESTIONS
Filing operation Handling and arrangement of records in folders Cross-reference Transfer to new folders Subdividing contents	Show actual arrangement of materials in class folders or in school files. Demonstrate method of transferring materials to new folders and subdividing contents.
Finding and issuing records Requesting methods and forms Tickler files "Out" forms and records Follow-up methods Checking for misfiles Duplicated instead of original copies	Assign students to check set of filed materials (e.g., alphabetized cards) for misfiles. Have students make out sample request forms for records. Show students duplicated copy (e.g., Xerox copy) in lieu of original. Display set of varied filing forms.
Retention and final disposal of records	Stress, through examples, need for proper retention and disposal.
Retention limits Statute of limitations Other legal requirements Other business requirements	Have pupils consult statute of limitations. Make lists of other legal requirements. Invite records management expert to speak on this subject.
Transfer methods Perpetual Periodic	Discuss reasons for transferring inactive files to less accessible physical locations. Display illustrations of facilities.
Microfilming	Discuss use of microfilming in banks, libraries, etc.
Disposal tickler	Plan field trip to see microfilming of checks or other records. Use films prepared by manufacturers. Consult school library to determine whether they have facilities for microfilming.

TOPIC	TEACHING SUGGESTIONS

FILING EQUIPMENT AND SUPPLIES

Cabinets
- Flat
- Horizontal
- Vertical
- Visible
- Rotary
- Transfer

If actual equipment is available, display and demonstrate its use.

Obtain equipment catalogs and have pupils prepare bulletin board displays.

Have supplier's representative demonstrate equipment.

Sorting devices

Supplies
- Folders
- Guides
- Followers
- Labels
- Out cards
- Cross-reference cards
- Tabs
- Charge-out forms
- Filing shelf
- Signals

Plan visits to local equipment and supply store.

Plan visits to local business shows.

Discuss appropriateness of equipment and supplies to specific records.

Stress need to improvise and reuse obsolete folders and other supplies.

Have pupils prepare scrapbooks consisting of pictures and descriptions of filing equipment and supplies.

APPLICATION

Develop series of filing projects similar in nature to *Filing Projects Job Sheet* on page 141.

Assign students to school and department offices to file program cards, Regents cards, and related materials. (Alternative approach is to assume these tasks as class projects.)

Unit IV. OFFICE COMMUNICATIONS SYSTEMS

The secretarial worker is required to have a knowledge of the rapidly accelerating technology in office communications systems and the skill to use such devices correctly and efficiently.

TOPIC	TEACHING SUGGESTIONS
TELEPHONE	
Motivation	Elicit reasons for importance of telephone in business and professional offices.
Immediate communication Relatively inexpensive	Highlight value of telephone in social situations.
	Stress: most office workers use telephone; amount of usage varies with positions.
The instrument	Identify each part of telephone instrument by using actual equipment (class switchboard, dummy telephones, Teletrainer).
Transmitter, receiver, cradle Dial Manual (virtually obsolete)	Have students report on latest telephone equipment, as described in NY Telephone brochures.
Special instruments	
Color Push-button Touch-tone	

TOPIC	TEACHING SUGGESTIONS
New types: card dialer, call director Amplifiers or speakerphones	
Making a call Preparing materials in advance Use of personal telephone directory Number to be called Time zones factor Person or department to be called Items to be discussed	Utilizing Teletrainer provided by NY Telephone, have students make and receive calls. Use stopwatch to time call from inception to completion. Have students evaluate techniques of telephone usage by completing checklist similar to one on page 147.
Using the dial telephone How to dial Signals (dial tone, ringing, busy) Getting the operator Identifying the caller	Establish procedure for requesting outside line on switchboard. If classroom switchboard is available, simulate telephone calls made and received in an office.
Receiving a call Answering promptly Identifying the receiver (company, department, person) Screening messages Giving and receiving appropriate, accurate information Taking messages Using notebook or memorandum (taking message in shorthand and typing the memorandum) or using legible handwriting	Provide ample practice in taking telephone messages, simulating telephone situations. Arrange to visit switchboard of school, business organizations, or local telephone company to watch operators at work. Assign students, on rotating basis, to school switchboard. Use school intercommunication system to make calls from one office to another. If feasible, send students to school offices to make calls.

TOPIC	TEACHING SUGGESTIONS
Getting the facts correctly Reading the message back for verification	Arrange for talks on correct telephone usage by visiting business men or school secretary. Invite speakers from NY Telephone.
Transferring calls	Use posters and booklets from NY Telephone. Schedule films well in advance from NY Telephone to assure availability.
Telephone technique tips Using pleasant, courteous speech Conversing in a face-to-face manner Planning conversation in advance Listening courteously Keeping a list of numbers frequently called	Stress value of slogan, "The voice with a smile." As extra-credit project, motivate students to write TV script on proper use of telephone. Encourage students to prepare bulletin board displays. Have students summarize criteria for notebook: how to use dial telephone, answer a call, record messages, spell names in conversation, handle incompleted calls, speak clearly and politely in a well-modulated voice, avoid personal calls in a business office.
Types of calls Local Long distance Direct dialing Area codes Station-to-station Person-to-person Collect	Refer to telephone directory for information. Have students identify and locate area code numbers for selected cities. Ask students to refer to rate schedules at front of directories to compare charges for person-to-person and station-to-station calls.
Special calls Information: local, long distance Business office Repair	Have volunteers call for weather information, record data in shorthand, and transcribe data.

TOPIC	TEACHING SUGGESTIONS
Emergency Time Weather Overseas Telegraph, cable, radio Credit card Conference Mechanical recording of calls Appointment	Have students prepare list of emergency phone numbers. Stress function of emergency number 911.
Subscribers' services Residence service Unlisted numbers Private and party lines Extensions Answering service Recording devices Business service Switchboards (PBX) Cord board Keyboard Monitor Call director Extensions Tie lines; other direct lines Centrex Timed wire services WATS (Wide Area Telephone Service) Public coin booths	Have volunteer call telephone company business office to ascertain difference in price and number of message units for individual and party-line residence service. Communicate with NY Telephone, requesting data about newest types of switchboards. If pictures are provided, show them. If switchboard is available, provide specific operational practice. Develop instruction sheets similar to those found on page 144.
Directory services Alphabetical directory Classified directory Out-of-town directories Street address directories	Obtain copies of directories for class use. NY Telephone provides copies of abridged directories containing alphabetic and classified sections. Assign use of a classified directory. Have students record data about first five

TOPIC	TEACHING SUGGESTIONS
	names of selected services or businesses, giving addresses and telephone numbers.
Telephone charges Basic rates Message-unit service Flat-rate service Initial charge Overtime charges Area codes Zones Reduced rates for long-distance calls	Using alphabetical telephone directory, determine time and days on which long-distance calls are cheapest. Have volunteers bring in telephone bills.
Taxes	Have students figure taxes on bills brought in.
Calculating and verifying bills	

USING INTEROFFICE COMMUNICATION DEVICES

Loudspeaker systems	Assign students to report on nature of school's public address system announcement.
Pneumatic tubes; other carrier systems	Show students examples of sales slips used in department stores and sent to a central department by means of a pneumatic tube system.
Centrex system	
Intercom systems	
Teletypewriter Teletypewriter exchange service (TWX) Teletypewriter private-line service	Make arrangements to visit offices which use up-to-date equipment.
Telautograph and similar systems	As extra-credit assignment, have students visit different community firms and study companies' messenger and interoffice communication systems. Have them secure copy of each form used, and report on each visit. Have students investigate messenger-service companies.

TOPIC	TEACHING SUGGESTIONS
Mobile telephone service	Obtain related films produced by manufacturers.
Data-phone service	
Bell System's Business Interphone	
Closed-circuit television	
Electrical paging system	
Buzzer systems	
Interoffice memoranda	
Dumbwaiters	

USING TELEGRAPH SERVICES

Values Most rapid written communication Cheaper than telephone in some instances Legal record	Use illustrations of actual telegraph, cable, or radio messages. Establish comparative values and costs of telephone and telegraph services.
Types of messages Full rate Day letter Night letter	Have students make charts, listing the important characteristics of each type of service.
Types of special services Money order Code Special-occasion messages Messenger Serial Report delivery Repeat back	Dramatize incidents showing importance of selecting right kind of telegraph service. Obtain and distribute rate schedules. Have students compare cost of sending specified sum of money by: bank check, postal money order, telegraphed money order. Have students collect special-occasion telegram blanks with prepared messages from local branch telegraph company.

TOPIC	TEACHING SUGGESTIONS
Preparing message Using telegraph blank Choosing class of service Indicating whether paid, collect, or charge Using special words and code Making message clear and brief Counting chargeable words Typing messages: following text format	Assign typewriting of telegrams. Have class solve computation problems involving number of words in message to be sent. Have students construct messages from information given; stress clarity and brevity.
Sending and receiving messages Delivering to telegraph office Calling by telephone Sending messenger Special facilities Call box Tie lines Telephone Teleprinter Facsimile Telefax Desk-Fax Intrafax Telex Private wire systems (data communication) Pictophone	Arrange for visits to local telegraph company office to observe facilities in sending and receiving messages. Show films of Western Union and Bell Telephone facilities.
Time zones Continental United States Eastern	Assign problems involving time zones and determination of delivery time of various types of telegraph messages.

TOPIC	TEACHING SUGGESTIONS
Central Mountain Pacific Foreign (including International Dateline)	Have students designate time zones on U.S. maps (can be obtained from Social Studies Department).
Paying for service Cash Telephone bill Charge account Collect	Elicit types of telegrams charged to residence telephone bill.
Delivery of telegrams Messenger Telephone Teleprinter Facsimile	Stress different types of telegram deliveries made to businesses and residences.
INTERNATIONAL TELEGRAPH SERVICES	
Types of messages Full rate Letter telegrams Ship radiograms	Show chart of world time differences, emphasizing that such knowledge will help students choose most efficient and economical type of message service.
Preparing the message Cable code addresses Counting the words Code messages Cipher	Have students type messages. Have class prepare short message in code, using either Western Union book or a code book as source material. As extra-credit assignment, motivate students to visit or write local telegraph office for material for a telegraph scrapbook: types of telegraph blanks, regulations for counting words and charges, actual strip of telegraph message, etc.

Unit V. THE RECEPTIONIST

The secretary will frequently serve as receptionist. Since her work may add to, or detract from, the reputation of the company, business firms are eager to employ those who are skillful in meeting callers. The teacher must emphasize that the secretarial worker needs training in the human relations skills.

TOPIC	TEACHING SUGGESTIONS
INTRODUCTION	
	Distribute copies of want ads for receptionist and or secretarial positions. Note requirements.
	Ask students who have acted as secretaries or receptionists, either in school or in business offices, to cite relevant experiences.
	Stress: secretaries must also act as receptionists.
DEVELOPING DESIRABLE PERSONAL QUALITIES	
Courtesy, poise, and tact	Refer to section "Improving Human Relations Skills and Personal Qualities." Discuss reasons for need for fine personal qualities.
Ability to get along with people	
Excellent appearance	Ask students to bring in pictures of appropriately dressed receptionists.

TOPIC	TEACHING SUGGESTIONS
Knowledge and awareness of firm's departments and personnel	Invite businessmen to speak on desirable personal qualities of a receptionist.
Memory for names, faces, and facts	Promote use of self-analysis charts to determine whether students have qualities of successful receptionists.
Desire to be helpful	
DUTIES	
Receiving callers Greeting Determining nature of caller's business: salesman, customer, creditor, employee, applicant for position, friend, relative, miscellaneous	Discuss reasons for seeing caller's identification. Have students dramatize or "act out" many situations. Arrange for class visit to school general office to note and later discuss handling of callers.
Responsibilities to callers Promptness, courtesy, interest, information	Present films illustrating receptionist's services. Invite principal's secretary to class to explain her work as receptionist.
Responsibilities to employer Serving as office hostess (building good will) Following instructions and preferences Obtaining information (register of callers and their business) Saving time Ushering caller into employer's office Introducing caller to employer	Assign students, on a rotating basis, to serve as secretaries-receptionists in classroom. The receptionists should fill out customary forms. Show file folder secretary gives employer to provide him with data for conference.

TOPIC	TEACHING SUGGESTIONS
Handling special problems Obtaining and giving information Difficult caller Waiting caller Callers without appointments Employer's tardiness or delay Conferences (interrupting or terminating) Employer's absence ("While you were out" slips) Receiving or paying money Receiving or giving packages	Write brief scripts for dramatization, demonstrating tactful way to: 1) refuse request for interview; 2) interrupt conference to deliver message; 3) terminate overextended visit. Use forms available in *Stocked Supply List.* Show sample receipt when money or packages are given or taken.
Making appointments Methods used: in person, by telephone, by letter Using an appointment record Cancelling appointments Following employer's needs and preferences	Have students record engagements on an appointment sheet. Using Teletrainer or PBX, have students make and cancel appointments in simulated phone calls. Use films and filmstrips demonstrating work of receptionist.
Handling office work Telephone or switchboard Typing Taking dictation and transcribing Keeping records Alphabetizing Using office machines	Discuss problems that might be encountered. Arrange for talks on duties of receptionists by graduates who are or who have been receptionists. Assign books dealing with work of receptionists.

TOPIC	TEACHING SUGGESTIONS
Office housekeeping Neat and clean Effective arrangement of furniture Warm and attractive office Desk contents On-desk materials Typewriter Desk lighting Chairs for visitors	Assign projects dealing with office layouts, wall decor, lighting arrangements. Include cost analysis.

Unit VI. TRAVEL AND TRANSPORTATION OF GOODS

The secretary performs tasks concerned with travel by her employer or by other members of the firm. Frequently all travel arrangements are made by the secretary.

Business records concerned with shipping and receiving goods must pass through the office. In many offices, these records are handled by the secretary.

The secretary may, as a beginning worker, serve as a messenger. She should recognize this aspect of the occupational role and have a knowledge of the tasks of the messenger.

TOPIC	TEACHING SUGGESTIONS
TRAVELING	
Introduction	Stress: travel is important part of executive's job. Have class discuss responsibilities which involve traveling.
Making arrangements Firm's traffic department or central travel bureau Travel agency	Discuss secretary's role in making travel arrangements, with emphasis on (a) kinds of information needed, (b) necessity for accuracy, (c) need for confirmation. Have students ask friends who are secretaries to describe travel arrangements of their firms.

TOPIC	TEACHING SUGGESTIONS
Means of travel	Have class visit travel agency. Show advertisements of travel agencies in local and New York City papers.
Airplane	
Advantages; disadvantages	Assign students to prepare bulletin board materials depicting means of travel. Have airline representative speak on air travel for business purposes.
Classes of service	
Shuttle flights	
Reservations, cancellations, confirmations, reconfirmations	Include in classroom reference section *Official Airline Guide* and samples of flight schedules.
Stopovers	
Baggage	
Schedules, information services	Interpret flight schedule.
Insurance	
Transportation to and from airports	Discuss problems when all preceding sources have failed to provide needed information.
Rail	
Advantages; disadvantages	Assign problems which will necessitate students' reading railroad timetables and *Official Guide of the Railways*. (Include Guide among class references.)
Classes of service	
Reservations	
Schedules, information offices, timetables	Interpret a timetable. Provide sources of information.
Stopovers	
Baggage	
Special services	
Bus	
Advantages; disadvantages	Have students report, comparing various means of public transportation between two major cities, e.g., New York and Boston. Include differences in travel time, cost, frequency of service, types of accommodations.
Schedules, information offices, timetables	
Stopovers	
Special features	As extra-credit assignment, ask students to choose a city they would like to visit and to ascertain departure times and fares.
	Have students prepare chart of comparative costs for specific trip, using air, train, bus.

TOPIC	TEACHING SUGGESTIONS
Subway and local bus routes	Display New York City transit map. Show how to interpret map to identify routes. Assign specific local travel problems requiring use of map.
Automobile Advantages; disadvantages Private ownership Rental Services: AAA, other clubs, gasoline companies	Using current rental fees and mileage charges as examples, and estimating mileage, have students compute cost of driving rented car from New York to certain major cities and returning. If Triptik is available from AAA, show it.
Sea Advantages; disadvantages Accommodations Information office Baggage Special facilities	As special project, ask students to obtain from *The New York Times* schedule of incoming and departing ships.
International travel Passports Visas Vaccinations and inoculations Currency provisions	Show students passport, vaccination certificate, and world health card. Show currency conversion chart. Review listing of daily values of foreign currencies in *The New York Times*.
Planning the trip Preliminary preparation Dates and times Transportation Room accommodations	Have class prepare itineraries based on travel information provided by teacher or by textbook problems. Consult *The New York Times* Sunday travel section to assist in choice of airline, hotel, and car-rental company. Include these guides in class reference section: *Hotel and Motel Red Book*, AAA travel guide books.

TOPIC	TEACHING SUGGESTIONS
	Assign writing a reservation letter or telegram. Explain how secretary handles acknowledgment.
	Assign students to call imaginary hotel for reservation.
The trip folder	Have students list data for such a folder.
Travel funds Travelers checks Credit cards Letters of credit Expense reports	Show different examples of funds for travel. Discuss their advantages and disadvantages.
	If possible, obtain copy of expense account form used by a company.
	Stress necessity for maintaining complete expense accounts for income tax purposes.
Related responsibilities Specific instructions prior to employer's departure Forwarding mail Keeping employer up to date Answering mail Handling appointments Interim projects Cleaning and arranging files Cleaning and arranging desk Catching up on work	Have students annotate samples of mail for forwarding. Show typical file drawer. Ask how its arrangement might be improved.
On return of employer, preparing expense account	Ask accounting teacher or superior accounting student to talk about income tax regulations and business expense accounts.

TOPIC	TEACHING SUGGESTIONS
TRANSPORTING GOODS	
Means of transportation Mail: parcel post and air parcel post Railway express Railway freight Truck Bus express Boat Air express Air freight Sea or water Messenger Combination(s) of above	Have students prepare chart (based on information from textbooks) containing characteristics, such as speed, cost, and dependability, advantages, disadvantages, of each method of shipping.
Sources of information *U.S. Official Postal Manual* (Chapter I, "Domestic"; Chap-II, "International Postal Service") *Express and Parcel Post Comparative Rate Guide* *Parcel Post and Express Guide* *Leonard's Guide* *Bullinger's Postal and Shipper's Guide for the U.S., Canada, and Newfoundland* *Official Air Express Guide*	Show how to obtain specific information from these reference books. Assign problems necessitating students' use of the books.
Common shipping terms Interstate Commerce Commission Routing freight Waybill	Have students prepare flash cards, on each a shipping term or abbreviation (or prepare transparency for projection with m sk). Use cards for review.

TOPIC	TEACHING SUGGESTIONS
Claim for loss Common abbreviations Store-door delivery Lighterage Tracer Arrival notice Demurrage Common carrier Prepaid and collect	Discuss meaning of common terms, such as FOB, LCL
Common shipping documents Bill of lading: straight and order Manifest	Have students type copies of these commonly used shipping documents. Dramatize collection procedure for shipment with bill of lading.
Labeling, marking, classifying goods Clarity Printing Stenciling Typing Other methods Identification Shipper Receiver Special notations: fragile, perishable	Have students wrap packages and prepare them for mailing. Have students bring in stenciled sections of packages and magazine address labels. Arrange for visits to depots, terminals, freight yards, wharves. Display rubber stamps containing notations.
SERVING AS MESSENGER	
Personal qualifications Appearance Health Voice and speech Behavior Intelligence Good character	Ask students who have been messengers to tell why each trait is needed.

TOPIC	TEACHING SUGGESTIONS
Duties of messenger Collecting, delivering mail Collecting, delivering packages Collecting, delivering messages Handling receipts Handling money	Ask individuals to deliver mail to teachers' letter boxes. Have them deliver mail to school offices. Show class IN and OUT boxes; explain their functions. Have students type receipts to be readily available for messenger's signature.
Needed skills and knowledge Office procedures Shipping and receiving: department procedures Firm's personnel and departments Skill in using maps, guides, directories, and local transportation facilities	Assign problems requiring maps, directories, and transit guides for preparing trips for messengers.

Unit VII. STATIONERY, SUPPLIES, EQUIPMENT

The secretarial worker constantly handles office stationery, supplies, and equipment. She may be responsible for the initial ordering and regular purchasing of these items. She may suggest changes, call attention to new equipment and supplies, and assist in the preparation of office and interoffice forms.

The Secretarial Practice course should help students become aware of office and interoffice forms.
criteria to be used in purchasing them.

TOPIC	TEACHING SUGGESTIONS
STATIONERY	
Letterhead paper Quality, color, weight, finish Sizes Printing	Show class different sizes of school letterhead stationery. Provide opportunities for class to type letters on real or simulated letterhead paper. Unused forms may be obtained from local organizations. Demonstrate letterhead paper designed for mimeograph machines. Ask volunteers to collect different letterheads and to mount them neatly in scrapbook.
Carbon paper Quality, size, color,	Make available samples of different weights of carbon paper. Demonstrate

TOPIC	TEACHING SUGGESTIONS
weight, finish Snap-out carbons Choice of suitable types	carbon paper bearing vertical scale markings. Demonstrate, and have class practice, assembling papers for multiple carbon copies. Practice removal of carbons. Secure obsolete snap-out forms from printers or business firms.
NCR paper	No carbon required.
Special purpose paper Second sheets Manifold Duplicating Legal forms	Discuss and demonstrate materials from printers, stationers, and paper manufacturers. Ask students using various duplicating machines to explain reasons for choice of certain kinds of paper.
Envelopes Sizes Kinds Standard Window Postage saver Business reply Airmail	Have students type envelopes of varying sizes throughout term. Include special notations, such as *Attention* lines. Have students practice folding letters for various envelope sizes and then inserting them.
Interoffice forms Quality, size, color, weight, finish Use of color as signal Distinctive form Specific department Printed information	Permit students to type interoffice memoranda to be sent to personnel in school. Have students include in scrapbooks samples of letterheads, second sheets, envelopes, and interoffice forms.
SUPPLIES	
Typewriter ribbons Care: using and storing Quality, color, cost	Show the various special ribbons for the various electric typewriters in the secretarial practice room. Include bichrome ribbons.

TOPIC	TEACHING SUGGESTIONS
Basis for choice: machine, intensity, clarity	Require students to change ribbon when necessary. Demonstrate rewinding ribbons to appropriate spools.
Correction materials Erasers: rubber, chemicals, fiber glass, electric Correction fluid and paper Selection considerations Eraser shields Cost	If samples of different types of correction devices are available, assign different types to students for practice. Students should demonstrate to class proper method of erasing with a particular device and note its advantages and disadvantages.
Duplicating materials Stencils, correction fluid Fluid duplicator masters Duplicating paper Photo-copying machine paper	Have students who have used duplicating machines explain use of supplies. Give each student sample copy of material printed on each type of duplicating machine to be included in notebook.
Other supplies Clips Thumb tacks Blotters Staples Rubber bands Index cards	Dictate information about stationery, supplies, and equipment. Permit students to leaf through a supplier's catalog, e.g., Goldsmith Bros. Request companies to send excess forms, carbons, stationery, ribbons.
EQUIPMENT	
Stapler (hand) Stapler (electric) Staple remover Letter opener Numbering machine Cutting machine Checkwriter	Demonstrate (or have a carefully trained pupil demonstrate) operation of available items. Have class visit business or school offices to observe and report on stationery, supplies, and equipment.

TOPIC	TEACHING SUGGESTIONS
Time and date stamp Sealing device Hole puncher Rubber stamp Rubber ink pad Collator	Arrange for talks by representatives of stationery, supplies, and equipment companies.

CARE OF STATIONERY, SUPPLIES, AND EQUIPMENT

Demonstrating proper cleaning techniques	Schedule cleaning of classroom equipment.
	Stress importance of secretary's knowing how to care for equipment, how to clean it, when to call repairman.
	Dramatize proper care and use of office stationery, supplies, and equipment.
Storing Facilities: desks, closets, cabinets, wardrobes Location in office: safety, economy of time and money, appearance	Have students collect photographs of attractive, well-arranged, modern offices for bulletin board. Identify features of desirable office.
	Ask students doing services in school or working outside to describe methods for cleaning, storing, and taking inventory of stationery, supplies, equipment.
Taking inventory	Elicit why business must keep inventory of equipment and supplies. Illustrate inventory cards.
	Have student teams take inventory of classroom machines, equipment, supplies.
Security	Discuss possible theft of equipment, especially typewriters, adding machines, calculators. If possible, demonstrate security devices.

Unit VIII. BUSINESS AND BANKING PROCEDURES

Since the preparation of business forms, banking forms, and employers' records is common to the work of secretarial employees, secretarial practice students should be trained to understand the function and practice of these procedures.

TOPIC	TEACHING SUGGESTIONS
INTRODUCTION	
Importance of forms and records in personal and business life	Discuss need for personal records: birth, school, social security, income tax, motor vehicle, insurance, gas and electric, telephone, cash and credit, etc. Elicit importance of maintaining business records.
Historical development of record keeping	Assign project to study records and their evolution from primitive time to present (stone, papyrus, printed, punched cards, magnetic tape, computer).
Types of records	Relate types of records to their purposes.
RECORDS AND RECORD CONTROL	
Record keeping required for Reference	Emphasize specialized record needs of professional offices, government, and large and small businesses. Illustrate

TOPIC	TEACHING SUGGESTIONS
Guidance Historical purposes Legal purposes	new methods and developments. Arrange for panel discussions with representatives of equipment manufacturers, users, etc. Arrange for panel of graduates to discuss experiences on the job and to note importance of records in secretarial work.
Records control required for Economy Efficiency Simplicity Proper indexing Withdrawal and destruction	Invite representative of business firm to discuss records in his office.
Special problems in record keeping	Have students visit school offices to observe how records are kept.
Special types of records	Show samples. Arrange visit to offices of large company; obtain samples of latest record-keeping forms.
New methods of record keeping Punched cards Paper and magnetic tapes Recordings Microfilming	Demonstrate input and output devices of electronic data processing.
TYPES OF BANKS	
Savings Savings and loan association	Discuss kinds of accounts and features of each (thrift, Christmas clubs, checking). Have students bring in deposit slips, checks, passbooks, etc. Dramatize

TOPIC	TEACHING SUGGESTIONS
Commercial	familiar banking transactions with roles of depositors and tellers.
BANKING SERVICES	
Regular savings Saving certificates	Discuss varying interest rates; who determines rate; how bank can afford to pay interest.
Check cashing	Discuss identification of cashable types of checks.
Money orders: domestic, foreign	Show sample application forms.
Travelers checks	Discuss use and advantages.
Safety deposit boxes: types, cost	Have students bring in sample applications and signature cards needed to gain entrance to vault.
Food stamps	Have students tell of relevant experiences.
Loans and mortgages Passbook loans	
Payment of utility bills	Have students relate experiences in paying bills.
BANKING INFORMATION AND FORMS	
Passbook	Have class visit local bank, or have banker visit class.
	Assign students to report on a phase of banking.
Deposits	Discuss ways of making deposits: in person, by mail, night depositories, "drive-in" banking, photographic tellers (consult community banks).
Preparing money Stacking	Demonstrate counting and wrapping bills and coins.

TOPIC	TEACHING SUGGESTIONS
Sorting Counting Wrapping coins Wrapping bills	Show the school coin-counting machine.
Duplicate deposit slips Handling checks Endorsement for deposit	Provide deposit slips for preparation.
Other types of endorsements	Illustrate blank, full, special, restrictive endorsements.
Withdrawals	Provide bank forms for preparation of withdrawal slips.
Bank statement Form and purpose Clearinghouse operation Service charges Comparison of cancelled checks with stubs Locating outstanding checks Verifying deposits noted on statement with checkbook entries	Distribute rexographed bank statements. Have class check mathematical accuracy, using, if possible, a class adding or calculating machine.
Reconciliation of bank statements	Provide exercises requiring preparation of bank reconciliation statements. Be sure to note bank service charges.
Stopping payment	Have students write letter to local bank requesting that payment of $176.77 be stopped on check #478 payable to Lopez Clothing Co.
	Illustrate stop-payment form.
Overdrafts	Elicit causes of overdrafts. Stress legal liabilities involved. Stress credit implications.

TOPIC	TEACHING SUGGESTIONS
Checks	
Advantages	
Types of checking accounts	Have students bring samples of checks used in regular and special checking accounts and in combination accoufits.
Regular (personal or business)	
Special	Discuss signature and account number cards.
Combination savings-checking	
Kinds of checks	Have students prepare scrapbooks containing samples of checks and other banking forms.
Business	
Personal	
Certified	Discuss function of each kind of check.
Voucher	
Cashier	
Travelers	
Bank draft	
Writing checks	Have class prepare several invoices addressed to imaginary firm.
Preparing stub, numbering, dating	Prepare check for each invoice received, completing stub. Maintain continuous balance from some established original amount.
Use of check protector	Prepare directions for use of machine, and train student supervisor in its use.
Agreement of words and figures	
Care and safety; avoidance of spaces	Rate completed work for accuracy, alignment of checkwriter figures, neatness, legibility, and absence of corrections.
	Develop following additional projects:
	Assume you made various purchases. Starting with a given bank balance, draw 10 checks as directed to pay for

TOPIC	TEACHING SUGGESTIONS
	items. (Hold checks for future use.) Carry forward new stub balance with each transaction. Distribute prepared practice sets of checks to each student, with payee's name missing. Have each student type his own name as payee. Have students endorse checks for deposit, prepare duplicate deposit slips, and enter amount of deposit to checkbook balance. "Pay" each student by check. Appoint bank tellers. Have each student endorse his check, go to "bank," and either cash or deposit it. If equipment is available, have students list 25 or 50 checks and prove total. Time the handling.
Average daily balance	Obtain instructions from commercial bank detailing bank charges for check activity, based on allowances for average daily balance.
Post-dating	Discuss purpose.

BUSINESS PROCEDURES AND FORMS

Purchasing department Purchase requisitions Purchase orders Price quotations	Provide practice in preparing typical purchasing department forms. Stress need for accuracy by rechecking all calculations.
Sales department Invoices and bills Credit memoranda Sales orders Sales slips	Have class work on actual or simulated forms used in sales department. Stress importance of accuracy. Permit students to use calculators for arithmetical processes.

TOPIC	TEACHING SUGGESTIONS
Change-making machines	Secure advertisements from companies manufacturing change-making machines, and post illustrations on bulletin boards.
Cash register receipts	Request students to bring in supermarket receipts. Analyze special notations.
Operation of cash registers	If cash register is available, provide for acquaintanceship level.
Credit department	
Credit-rating books Credit inquiry forms	Have students look up credit ratings of specific firms.
	Obtain literature from Dun & Bradstreet, explaining their credit-rating scales.
Receiving, storing, and shipping departments Receipts Bin tickets Stock requisition Inventory cards	Have students start with a beginning balance on inventory card, and prepare required forms, adding to or subtracting from initial balance as result of transactions.
	Explain terms: perpetual inventory, physical inventory, unit control.
	Review warehousing cycle.
Accounting department Cash registers and tapes Petty cash fund	Demonstrate various machines in secretarial practice laboratory used in computing and filling out typical forms used in accounting department.
	Have students visit business machines laboratory to become familiar with various machines and their functions.
Petty cash slips	Direct class to prepare ten petty cash slips for expenditures and to list them for reimbursement.

TOPIC	TEACHING SUGGESTIONS
Time cards Payroll summaries Discounts Rubber stamps (paid, date, etc.)	Have students observe operation of school time clock.
Coin wrappers Coin sorting and counting machines	Demonstrate use of standard wrappers.
How to handle cash Techniques for making change	Demonstrate procedure for *counting up* from amount of sale to amount of money tendered.
Personnel department Office manuals	Secure office manual from large company, and have committee report on its salient features.
Job specifications	Have students prepare brief descriptions of jobs they have held.
General office forms and information Desk calendars "While you were out" slips Receipts	Dramatize typical business situations with all students preparing required record of calls.

KEEPING EMPLOYER'S PERSONAL RECORDS

Income tax information	Complete, in lock-step procedure, Form 1040, based on problem in kit provided by Internal Revenue Service. Stress confidential nature of employer's records and ethics of not discussing his affairs with anyone.
Bank records and information	

TOPIC	TEACHING SUGGESTIONS
Keeping checkbook	Refer to page 72.
Preparing bank reconciliation statement	Refer to page 71.
Insurance records and information	Discuss types of insurance a businessman might carry for protection of his family, his firm, and himself.
Premium-due dates	
Payments	Distinguish among life, term, medical, casualty, automobile insurance.
	Establish tickler file for significant dates.
Security holdings	Provide practice in typing tabulations containing this type of listing. Have pupils compute dividends due on different investments involving different dividend rates. Use recording forms available from stockbroker.
Types	
List of holdings	
Dividends	
Records of special events	Stress importance of helping employers remember social obligations. Discuss: employers expecting secretaries to charge purchases on credit accounts.
Social engagements	
Anniversary dates, birthdays, etc.	Use tickler file.

Unit IX. USING REFERENCE BOOKS

The teacher should emphasize the need for accuracy and correctness in all secretarial work. Accuracy requires constant checking and verification. Reference books provide a tool for finding and verifying information.

TOPIC	TEACHING SUGGESTIONS
FINDING INFORMATION	
Motivation Need to obtain information quickly Need for self-reliance in finding information Development of skill in use of common reference books	Elicit importance of reference books in business situations, with emphasis on: (a) kinds of information needed in business; (b) necessity for accuracy; (c) necessity for speed. Invite a secretary to discuss her use of reference books.
Sources Libraries Schools Government offices Business offices	Have students report on topics involving use of reference materials appropriate to needs or interests of class. Have volunteers ask adults how often they use reference books in business.
Newspaper and periodical offices	Arrange visit to newspaper library.

TOPIC	TEACHING SUGGESTIONS
Fact-finding agencies	Have representative of credit-rating agency address class on use of credit-rating books and sources.
Using available aids Librarian Authority or expert Catalog Directory	Have librarian present lesson on obtaining information from available reference sources, catalogs, indexes.
Source materials Newspapers, periodicals Books Index Table of contents Glossary Taking notes carefully Using the index Determining key words Finding references Quoting exactly Writing extracts Recording sources Verifying data	Assign specific problems for in-class research or homework and review outlines prepared by students.
REFERENCES	
Dictionaries Abridged Unabridged	Borrow a set of dictionaries from English Department, or have students bring own copies. Review uses of dictionary: spelling, definition, synonyms and antonyms, usage, parts of speech, derivation, etc.
Special dictionaries Shorthand Occupational Titles	

TOPIC	TEACHING SUGGESTIONS
Law Medical Engineering Foreign languages Military	Assign a list of business and law terms (spelling, pronunciation, definition, derivation) for homework. Have librarian prepare a cart of reference books for class demonstration and use.
Miscellaneous	
Thesauri Antonyms and synonyms Quotations Secretarial handbooks Style manuals Grammar and word usage Encyclopedias	Prepare transparencies demonstrating use of thesaurus in finding synonyms, e.g., bill, invoice, statement, etc. Assign appropriate exercises. Dictate letters and memoranda in which facts and figures must be verified by references available in school or public library.
Atlases Gazetteers	Note difference between atlas and gazetteer.
Almanacs	Ask class to use *World Almanac* for this assignment: Describe ten different kinds of information found in *World Almanac*. Who was the first chief justice of the U.S. Supreme Court? How many years did he serve? Dates of birth and death? List in chronological order chief justices who followed.
Biographies of noted people, e.g., *Who's Who, Current Biography*	Have students prepare on index cards (preferably typed) the following information concerning famous persons: occupation, place and date of birth, education, professional career highlights.
Books on etiquette	Have committee report on proper method of introducing new member of firm to other employees and executives.

TOPIC	TEACHING SUGGESTIONS
Books on parliamentary procedure	
Newspaper indexes	
Airline guide	
Hotel guide	
Guides to periodicals	Assign magazine article on some phase of secretarial work.
Government publications	Have committee write to Superintendent of Documents to determine what catalogs are available, how remittances can be made, etc.
Yearbooks, pamphlets	
Census reports	
U. S. Catalog and Cumulative Book Index	
Dictionary of Occupational Titles	
Postal guide	
Postal manual	
Directories	
Telephone	Pose questions to be answered by referring to Yellow Pages and to front pages of alphabetical telephone directory.
City	
State	
Congressional	
Business	
Trade	
Professional	
Shipping information	Assign use of directory of shipping information to determine best methods of shipping different types of goods to specified parts of the country.
Credit rating	For this problem, have students prepare tabulation based on information from credit-rating books.
Investment	

A business firm has received orders from new customers. Determine capital rating, credit rating, safety of these customers as credit risks. Arrange this information in a table:

Name of Customer	Capital Rating	Credit Rating	Safety of Credit Risk

Unit X. OFFICE PROCEDURES AND ORGANIZATION

Every secretarial worker must have information about business organization, office procedures, and office standards. In order to acquaint students with the basic operations of business, there should be reading and discussion on the nature of business, the kinds of business organization, and the various departments of a business. The specific activities carried on in the business office should be illustrated. Appropriate activities to clarify the tasks of various kinds of office employees may be discussed or assigned. Emphasis should be placed on the relationship of secretarial duties to the general flow of work in the business office—the systems approach.

Criteria for performance of secretarial work should be established, and students should strive to attain these criteria. Evaluation of performance should become a cooperative undertaking of teachers and students.

TOPIC	TEACHING SUGGESTIONS
BUSINESS FUNCTIONS	
Production Mining Farming Manufacturing Forestry Fishing	Have committees report on how business serves the community. Have committees report on business functions as described in general business textbooks.
Distribution Wholesale selling Producer	

TOPIC	TEACHING SUGGESTIONS
Middleman Retail selling	
Services Transportation Communication Finance Housing Professional Feeding Cleaning	Differentiate between function of restaurants and production and distribution of food.

TYPES OF BUSINESS ORGANIZATIONS

Sole proprietorship Partnership Corporation	Discuss advantages and disadvantages of each type. Use examples that relate to background and experience of students.
Special types Cooperative Joint venture Syndicate Holding company	

DEPARTMENTS OF A FIRM

Purchasing Production	Visit large organization to observe activities. Assign students to report on each department.
Sales Receiving, storing, shipping Credit Accounting Personnel	Have students prepare block diagrams to demonstrate organization of business office.

TOPIC	TEACHING SUGGESTIONS
THE BUSINESS OFFICE	
Major activities Generating records Filing records Communicating	Invite local businessman to discuss how graduates can fit into various departments of his firm.
Kinds of office positions Bookkeepers Clerks Machine operators Messengers Receptionists Secretaries and stenographers Supervisors Typists	Broaden horizons of students by using films, speakers, field trips, projects, readings. Have individuals or committees prepare job analyses of various office positions. Suggest *Dictionary of Occupational Titles*.
Flow of work Generating records Getting information Typewriting Handwriting Machine operating Filing records Communicating Meeting callers Using mail Using telephone Using messenger service Using telegram, cable, radiogram Using interoffice systems	Have class prepare charts to illustrate flow of work on specific operation, such as receiving an order. Develop meaning of *input* and *output*. Have class visit school office to observe ways in which communication is carried on in school.

Unit XI. EMPLOYMENT AND ADVANCEMENT

The work of this unit is the culmination of the training which the student has received in secretarial studies. It is the final step in bridging the gap between the school and the world of work.

The students should avail themselves of the services of the school placement counselor. They should consult personnel managers singly and in groups. The resources of the community should be used so that advice and assistance are obtained from the school and its staff, graduates, business, parents, and government agencies.

Inasmuch as many opportunities for placement are available considerably earlier than the end of June, it may be valuable to have students visit the school placement office or other sources of employment no later than the early part of the spring term.

TOPIC	TEACHING SUGGESTIONS
PREPARING FOR EMPLOYMENT	
Job analysis and self-evaluation Skills and knowledge Shorthand and transcription Machine transcription Typewriting Office machines Filing Secretarial duties Language arts	Show students how to collect career data and analyze information. Prepare list of books in library on job requirements, getting job, types of jobs, people who "made good" on job, biographies of famous people who began in secretarial jobs. Assign book reports. Have class analyze requirements for positions in Help Wanted columns. Present case studies of successful and unsuccessful employees. Determine what caused employees to lose jobs.

TOPIC	TEACHING SUGGESTIONS
Personal characteristics, aptitudes, interests Self-analysis Class rating	Conduct individual conferences to evaluate student's self-analysis. Reconcile it with her school record.
Experience School Part time Summer	Elicit from students a history of working experiences. (This discussion serves to stimulate students to a meaningful appraisal of background.)
Needs and interests Business, trade, or profession preferred Location preferred Duties preferred	
Preparing personal data sheets	Have each student prepare personal data sheet for criticism and analysis by other students and by teacher.
Personal information Name Address Telephone number Age Height Weight Marital status	Provide models of personal data sheets. Stress importance of neatness and accuracy.
Enclosure of photograph	Indicate that this requirement is rarely imposed.
Education Schools Courses taken Special abilities Honors received	Stress importance of school accomplishments on appraisal of record.
Experience Kind Location Duration	

TOPIC	TEACHING SUGGESTIONS
References	
Full name Address Telephone number Position in community Consent for referral	Assign typing letter requesting permission to use teacher's name as reference.
Other qualifications	
Attendance and punctuality in school Service to school Extracurricular activities Awards Community work Interests and hobbies	Stress significance of these elements in employer's evaluation. Reference to good record should be included in applicant's letter. Emphasize importance of positive ratings for reliability, cooperation, involvement, etc. Inform students that these positive ratings on the permanent record are transmitted to prospective employers.
Securing necessary forms	
Social security card	Encourage students to obtain a social security number and carry it along during job-seeking period.
Working papers	Review requirements with school employment officer.
Job prospect cards	Provide illustrations from textbook.
Birth certificate	Advise students to retain at home at least one copy.
JOB LEADS	
School placement counselor Teachers Employment agencies	Elicit various sources of employment. Have working students tell how they obtained their jobs and what their qualifications were. Have them question friends and relatives how they obtained their jobs.

TOPIC	TEACHING SUGGESTIONS
	Arrange for individual appointments with school placement counselor.
Public NYS Employment Service Welfare agencies Agencies offering temporary jobs Private	Stress that these agencies function in all employment areas: federal, state, city, private.
Friends, relatives, and former graduates	
Company employment or personnel departments	Establish address list of personnel offices of large local firms. Include travel directions and interview hours.
Placement bureaus of office equipment manufacturers	
Advertisements Newspapers Help wanted: open, blind Situation wanted: open, blind	Provide for periodic review, interpretation, and analysis of want ad section of newspaper. Discuss trends revealed by these ads, job classifications, terms used, e.g., Gal Friday.
News items	Have students bring in newspapers; examine news items or financial pages for "leads" which have not been advertised, e.g., announcement of a new office building which may require additional office employees.
Radio and TV	
Service agencies for temporary jobs	Develop characteristics and advantages of this newly emergent business service.
Trade magazines	
Help Wanted signs	

TOPIC	TEACHING SUGGESTIONS
Civil service	See Unit XII, page 97.
Employers' associations	
Unions and fraternal organizations	
Direct mail solicitation	

LETTER OF APPLICATION

Contents Means of hearing of position Purpose of letter Qualifications References Request for interview Address and telephone number Stamped, addressed envelope enclosed	Contrast model letter of application with incorrect one. Have class compose letter applying for position advertised in the Help Wanted columns of newspaper. Assign letters of application to be typed.
Style, tone, originality	
Form and arrangement Proper salutation Appropriate complimentary closing Correct margins and spacing Return address on letter and envelope Correct inside address and envelope address	
Stationery Quality Color	

TOPIC	TEACHING SUGGESTIONS
Size Envelope, matching	
Physical features Handwritten (if called for) Legibility Neatness Use of black or blue-black ink Typed	
EMPLOYMENT APPLICATION FORM	
Keeping available a written record of personal data, including social security number	Provide practice in completing actual or facsimile employment applications. Stress importance of answering all questions or of placing dashes in areas where no information is available or required.
Reading carefully	
Following directions accurately	
Using careful handwriting	
Answering truthfully and correctly	
THE INTERVIEW	
Preparation Personal appearance: dress, makeup, grooming	Invite personnel manager, home economics teacher, or grooming specialist to discuss appropriate office dress. Organize fashion show illustrating proper business dress.
Thinking of answers to probable questions	

TOPIC	TEACHING SUGGESTIONS
Telephoning for an appointment	Have a student call an imaginary firm for an appointment for an interview while the class listens.
Materials	
Pen with black or blue-black ink	
Well-sharpened pencils	
Shorthand notebook	
Correction tape	
Eraser	
Eraser shield	
Information easily available	
High school diploma	
Awards and certificates	
Record of past employment	
Record of references	
Social security card or number	
Proper Business Etiquette	
Punctuality	
In the waiting room	
Use of reading material	
Refraining from conversation	
Reporting alone	
Meeting the interviewer	
Introduction	
Poise, enthusiasm, tact	
Interest in firm	
Good manners	
Voice and speech	Invite speech teacher to discuss proper speech at interview.
Discussing job	Discuss wisdom of avoiding criticism of former employers or jobs.
Following leads	

TOPIC	TEACHING SUGGESTIONS
Responding to questions Noting salary desired Ending the interview	
Follow-up by letter	If the job is desired, suggest applicant communicate with firm again to thank personnel manager for interview and to inquire if decision has been made.
Mock interview	Stimulate class participation in mock interviews. Using prepared evaluation sheet, have class evaluate each interviewee as demonstration is conducted by teacher, school placement counselor, or by a businessman. Make tape recording of mock interview for subsequent class analysis. Designate one day as Employment Interview Day. Ask students to come to class dressed as they would for interview. Have students criticize constructively.

EMPLOYMENT TESTS

Psychological Intelligence Personality and interest inventory	Administer sample or actual business and civil service employment tests. Discuss modern methods of employee selectivity through tests and employer-interview rating sheets.
Aptitude and achievement General information Clerical English Dictation and transcription	Keep folder of employment tests and administer them periodically. Develop techniques in taking tests; special preparation for various parts, adoption of constructive attitudes. Refer to Civil Service section (pages 100-101) for detailed suggestions.

TOPIC	TEACHING SUGGESTIONS
Typewriting Filing Machine operation	Administer 5- and 10-minute timed tests to simulate job-testing procedure.
Physical	

SECURING INITIAL EMPLOYMENT

Routine positions Clerical work Filing Messenger work Typewriting	Discuss opportunities for beginners. Stress unrealism of expecting secretarial position before serving in less responsible positions.
Stenographic pool	Discuss problems in taking dictation from more than one executive.
Training Company schools Apprenticeship Buddy system	
Use of office manuals	Distribute actual office manuals; discuss their use.
Employee rating forms	Distribute actual rating forms; stress multiplicity of items on which ratings are given.

WORKING IN CIVIL SERVICE

See Unit XII (page 97) for a full development of this topic.

SUCCEEDING AND ADVANCING

Jobs to aspire to Private secretary Executive secretary Supervisor Office manager Department head	Invite successful graduates to speak about qualities and skills which helped them advance.

TOPIC	TEACHING SUGGESTIONS
Civil service Member of firm Self-employment Advantages; disadvantages	Discuss work of public stenographer, court reporter, conference reporter, mail service, duplicator service.
Qualifications for advancement Personal characteristics Proper grooming and dress	Use lectures and demonstrations by beauticians, hairdressers, school nurse, models, home economics teachers, or other qualified individuals to stress cleanliness and personal hygiene, proper use of daytime cosmetics, attractive business hairstyles, well-kept hands and nails, good posture, and distractions caused by incorrect grooming on the job. Compare types of office positions requiring conservative, expensive clothing with those requiring inexpensive clothing.
Good health Voice and speech Behavior	Describe mannerisms which annoy co-workers. Have students investigate a company and note its policy regarding gum chewing, smoking, or eating on job. Arrange field trip to see employees in excellent surroundings. Have students question employees about advancing on the job.
Intelligence Traits and attitudes	Discuss importance of remedying personal defects, studying jobs of co-work-

TOPIC	TEACHING SUGGESTIONS
	ers and employers, relieving superiors of minor jobs, suggesting time-savers and better ways of doing jobs, reading company literature, or taking special courses in the field.
Cultural development	Discuss advantages of joining clubs; attending lectures and forums, listening to conversations regarding business, reading, travel, taking adult education courses, changing to better environment.
Skills and knowledge	
Shorthand and transcription	
Typewriting	
Language arts	
Machines	
Filing	
Office organization and routines	
Training	
Experience	
Education	Have committee report on schools for post-graduate training in secretarial work.
Evening schools	
Company school	
College	Ask admissions personnel from local colleges or agencies (Urban Coalition, Urban League, etc.) to address class on advanced training in secretarial work.
Business school	
Home study	Maintain file of scholarships for further training; distribute the information to students.
Business etiquette	
What to expect on a new job	Point out wisdom of maintaining friendliness without familiarity; receiving work and instructions from proper
What is expected of you	

TOPIC	TEACHING SUGGESTIONS
Common pitfalls in handling a new job How a new employee should act Training and orientation for a new job Illness Lateness Overtime Absence for personal business Collections and loans Office gossip	authorities; making comments and remembering instructions; exhibiting desirable personal characteristics; studying employer's likes and dislikes.
Reasons for dismissal	Explain "exit interview." Discuss major reasons for dismissals, such as lack of responsibility, initiative, industry, loyalty, respect for authority; failing to follow through; shortcomings in appearance, health, etiquette, or ethics. Stress desirability of reasonable adjustment to personality of employer and office environment. Use films, tapes, records, for discussion of human relations problems.
Seniority privileges	Discuss this feature as it applies to choice of desks, vacation dates, etc.

Unit XII. CIVIL SERVICE

Civil service test preparation in a secretarial practice class may be designed as a coaching course to pass a specific test. This approach is consistent with the aims and objectives of the course of study. Evidence exists that specific preparation for testing can contribute to successful results. An important by-product of preparation is improved ability to take other employment tests.

Civil service test preparation may be encouraged. Civil service positions offer (1) security; (2) good starting salaries based on modern classification plans, paid holidays, annual leave, sick leave, low-cost life insurance, group health insurance, a retirement plan and pension, periodic pay increases, and incentive awards; (3) opportunities for advancement in prescribed steps based on performance on uniform competitive examinations; (4) conditions which offer women occupational opportunities that can be reconciled with family life; and (5) an opportunity to select the type of governmental agency in which one is interested. The preparation phase itself provides testing experiences which motivate and condition the student to higher levels of attainment.

TOPIC	TEACHING SUGGESTIONS
GOVERNMENTAL LEVELS	
Federal State	Develop distinctions in jurisidiction of various levels. Cite illustrations of employees in each level.
City	Distinguish between borough and county designations in New York City.
Semiautonomous authorities (e.g., Port Authority, etc.)	

TOPIC	TEACHING SUGGESTIONS
TYPES OF JOBS	
File clerk Clerk Clerk-typist Office machines operator Typist Transcribing typist Stenographer Court stenographer	Review essential characteristics of each type of job classification to sharpen perceptions of occupational role. Emphasize that different governmental levels prescribe different job classifications.
SPECIFIC CAREER INFORMATION	
Positions Duties Training, other qualifications needed Wage scales Fringe benefits Working conditions Opportunities for advancement	Organize committees to compile job descriptions. Assign reports of job duties based on *Occupational Outlook Handbook* and *Dictionary of Occupational Titles*.
Advantages and disadvantages of civil service	Invite recent graduate who has civil service stenographic position to address class. Use films by civil service agencies. Invite speakers from various agencies to present related occupational information.
SOURCES OF INFORMATION	
Federal: U. S. Civil Service Commission, News Building, 220 East 42 St., New York, NY 10017	Many schools have assigned a civil service coordinator to receive announcements of tests from various levels and agencies. If there is a coordinator, main-

TOPIC	TEACHING SUGGESTIONS
State: NYS Civil Service Commission, 270 Broadway, New York, NY 10007	tain cooperative relationship with him. If there is no coordinator, assign students to secure examination announcements from various sources, periodically.
City: NYC Department of Personnel, 49 Thomas Street, New York, NY 10013 or 96 Duane St., New York, NY 10013	Establish civil service bulletin board and post test announcements, names of graduates in civil service jobs, and related public relations information.
NYS Employment Service, Joint HS Program Coordinator (assigned to many high schools on a full- or part-time schedule)	Encourage librarian to maintain file of civil service periodicals and training publications.
Periodicals *The Chief* *The Leader*	
Sample tests	Obtain sample examinations which may be duplicated. Use sources indicated or published training books.

PREPARING APPLICATIONS

Personal information card	Provide specific and repeated practice in completing applications as an exercise for civil service preparation.
Reading form thoroughly	
Following directions	
Interpreting terms Highest grade Length of assignment Salary Experience	Assign students to prepare personal information cards: name, last two addresses, educational data, social security number, names and addresses of three references who are not relatives.
Penalties for improper filing	Emphasize importance of omitting sections labeled FOR OFFICE USE or DO NOT WRITE.

TOPIC	TEACHING SUGGESTIONS
	Assist students individually and privately to interpret inquiries on citizenship, health, allegiance.
PREPARING FOR THE TEST	
Minimum standards for each position	Use duplicated tests, answer sheets, and workbooks to provide precise and repeated practice in test-taking. Time all test-taking.
Improvement of stenography skill	
Improvement of typing skill	If opportunity is available, administer civil service tests in school.
Constructive attitude to test-taking	Administer pretest early in term as base for comparison and to demonstrate successful progress.
Special techniques Omitting and returning to difficulties Answering multiple-choice questions Answering checking questions Mark-sensing answer sheet Typing speed vs accuracy Part vs whole approach to fill-in shorthand test	Stress: students can take tests without apprehension if they practice types offered in school. If qualifying tests are permitted in shorthand and in typing, administer tests in school. Identify specific techniques for different types of questions. Provide specific experiences in recording on answer sheets.
General areas Spelling Punctuation Vocabulary Arithmetic Grammar Reading comprehension Human relations skills	Assign civil service type arithmetic and spelling tests for homework. Review assignments in class.
Clerical areas Filing	Provide for homework review of filing and mailing procedures.

TOPIC	TEACHING SUGGESTIONS
Mail Business information	Engage in individualized remedial activity for identified weaknesses.
Homework General areas Clerical areas	
Identifying weaknesses	Offer credit for optional remedial homework in areas of revealed weaknesses.

ACCEPTING A POSITION

Interpreting test results Selecting the geographic area of employment Selecting the agency of interest	Encourage students to submit copies of test results. Maintain cumulative file of these results, eliminating names and addresses of recipients. Distribute copies from this cumulative file and interpret results and offers.
Interpretation of terms Provisional Probationary Tenure	

Unit XIII. DATA PROCESSING

Since office workers must be familiar with modern data processing concepts, the secretarial practice course must help students understand the terminology, function, and applications of these concepts.

If key-punch operation is designed to be an element of training within the scope of the course, then a separate unit of instruction must be introduced in a pattern similar to the development of skills on other business machines. This unit on data processing provides background information consistent with the needs of a secretarial-career student.

TOPIC	TEACHING SUGGESTIONS
DEFINITION	
Data processing	Meaning simply the processing of data. Elicit common experiences with data processing: record keeping, bookkeeping, completing forms, preparing sales slips, etc.
Levels Manual Electric Electronic	Illustrate each level: manual bookkeeping, bookkeeping machines, key punch, computers. Plan field trips, visits to office machines classes and to science laboratories that have the equipment; use films and other illustrations; invite speakers; distribute brochures and advertising materials from manufacturers.

TOPIC	TEACHING SUGGESTIONS
UNIT-RECORD TECHNOLOGY	
Functions Input Processing Output	Adapt data processing terminology to instruction, using *input, processing, output* as part of everyday language in all contexts to represent source documents, typing, typescripts, reports, etc.
Processing Card punching Key-punching Verifier Sorter Collator Calculator Reproducer Tabulator printer	Use films and illustrations to show functions of each machine. Circulate sample product or output of each step. Visit data processing laboratories that may be in the building.
ELECTRONIC COMPUTER SYSTEMS	
Functions Input Central processing Control Storage Calculation or manipulation Output	Establish comparative relationship with unit-record equipment and functions.
Characteristics	
On-line processing	Distinguish between integrated nature of on-line processing (which performs complete activity from input to print-out) and individualized steps of off-line processing (found in manual, electric, and unit-record procedures).
Self-contained instructions	Introduce concept of programing, and illustrate with programing cycles of washing machines and coffee-vending machines.

TOPIC	TEACHING SUGGESTIONS
Speed	Compare activity of human brain, which has reputed capacity to process an operation in 1/10 of a second, and that of modern machines which can perform an operation in one-millionth of one-millionth (.000000000001) of one second.
Storage	Note that information can be stored in many forms, either temporarily in working storage, or more permanently, in storage devices that act as files for computer systems.
Compiling	Stress: electronic data processing systems can gather materials in tabular form for payrolls, accounts receivable, accounts payable, control accounts, special records of sales and purchases, sales and purchases journals, cash journals, reports for executive decision-making, such as inventory needs.
Logic	Emphasize: computer can perform logical operations based on comparing.
Calculation	It can also perform arithmetic and other mathematical operations that calculating machines perform.
STORAGE DEVICES	
Punched card Paper tape Magnetic tape and cards Disc and disc pack Core storage	Avoid technical examination of these devices. Illustrations of the punched card, the paper tape, and the magnetic tape are easily available. Illustrations of disc packs are found in all related literature. Do not identify core storage. Introduce optical storage through mark-sensing experiences on test-taking, and note refinement on car-registration procedures.

TOPIC	TEACHING SUGGESTIONS

COMPUTER LANGUAGES

Autocoder
Assembler
RPG
Cobol
LP I
Fortran

Stress: instructions in use of machine must be given in language machine can understand though it is possible to translate from one language to another by using special devices.

Establish: there is a spectrum of languages running from complicated machine languages to forms more closely associated with ordinary English.

Develop: while Cobol is the predominant business computer language today, the continued evolution of more sophisticated computers will undoubtedly permit development of computer languages closer to ordinary English.

TERMINOLOGY

Introduce more common terminology used in nonprofessional activities so that students may recognize these terms. Use list for dictionary investigation, committee and individual reports, typewriting exercises, dictation.

See Appendix, page 154, for list of common terms.

PROCEDURES AND TECHNIQUES

CLASSROOM EQUIPMENT AND LAYOUT

Whether or not to have a secretarial practice classroom and laboratory as a single unit depends on the needs of the community and of the students, the scope of the program, student register, and physical plant available to the business education department in a particular school. It is, therefore, important to note that before any suggestions are acted on, one should refer to the many detailed publications on this topic. The specific problems and needs of an individual school must also be considered.

A regular typewriting room may be used as a secretarial practice room, with the addition of needed equipment. However, an effective instructional program requires that a specifically organized secretarial practice laboratory or a combined clerical–secretarial practice laboratory be reserved for the exclusive use of business education students in this terminal laboratory area. Furniture vendors and professional magazines provide a wealth of pictorial guides, valuable in planning a new layout.

There are three basic structural plans currently used in New York City:

1. A typewriting room with 36 typewriters for regular typewriting classes, with as much special equipment added as may be accommodated.
2. A room with 30 to 36 typewriters with a variety of equipment added and reserved for the specific use of the secretarial practice and clerical practice programs. In this room, some desks are cleared of typewriters and replaced with various adding and calculating machines and transcribing units. The typewriters should be of various makes and models, manual and electric.
3. A simulated office arrangement. The number of typewriters is usually maintained as a full complement for the class. There is a

large assortment of other machines and equipment. In this room, it is advisable to limit the number of students to 28 or fewer.

The following machines and equipment may be utilized in a secretarial practice course: an office-style desk, posture chair, and typewriter for exercises in dictation, transcription, and typewriting. The typewriters should include representative makes and styles: elite, pica, electric, manual, long-carriage, special font, proportionate spacing, and carbon ribbon.

The room should also contain the following commonly used equipment:

1 full-keyboard adding-listing

4 ten-key adding-listing

2 printing calculators

1 electronic calculator

2 key-driven calculators (right-bank to provide for realistic drill in multiplication)

1 stencil-type duplicator

1 spirit-type duplicator

1 dry copier

1 illuminated drawing board

supply of stylt, drawing plates, and lettering guides

6 transcribing machines

1 dictating machine (compatible with transcribers)

4 four-drawer legal-size filing cabinets

1 visible index filing unit

1 card file

1 set of five telephones with push buttons including HOLD and INTERCOM features

1 record player

3 tape recorders, with foot pedal control, preferably for cassette input

projection equipment, including an overhead projector

bulletin boards

1 sink with soap and towel dispenser

2 bookcases

While this is the minimum equipment necessary, the room would not be complete without the following items found in almost every business office: pencil sharpener, double-tiered desk tray, paper cutter, postal scale, copy holders, stapling machines, numbering machine, collator, supply closets or cabinets, wastebaskets, adequate worktables, cleaning supplies, paper supplies, 20 miniature-letter filing sets.

Reference books, such as dictionaries, zip-code directories, telephone directories, etc., should be available.

CLASS ORGANIZATION

How the secretarial practice class in any school is organized depends on the kind of room and equipment available, the number of students to be accommodated, the length of the course, the number of periods a day assigned to it, and the local objectives of the course. Although many schools are using one of the three plans described below, some schools make their own adaptations based on local needs and limitations. They may thus combine two or all of these plans into a combination structure. For example, all students may be given dictation at the beginning of the period after which a rotation schedule is followed in which some are assigned to adding and calculating machines, some to transcription machine jobs, others to specialized work, such as stencil or spirit duplicating and simulated switchboard jobs, and the remainder to transcribe the dictated material.

The Battery Plan

Under this plan, the entire class, as a unit, is taught the operation of the same kind of machine or equipment at the same time. Typewriting, for example, is taught in this manner. This method can be used wherever a full complement of equipment and supplies is available for each member of the class.

The Rotation Plan

Under the rotation plan, the structure is organized into component groups, assignments, or departments. The secretarial practice class may have a rotation organization as shown on the next page.

After a designated period, usually a week, each group proceeds to another department or assignment. The number of students in the class,

the available equipment, and the length of time needed for training are used to determine the number of rotating groups. All students should be programed to receive training on each type of equipment.

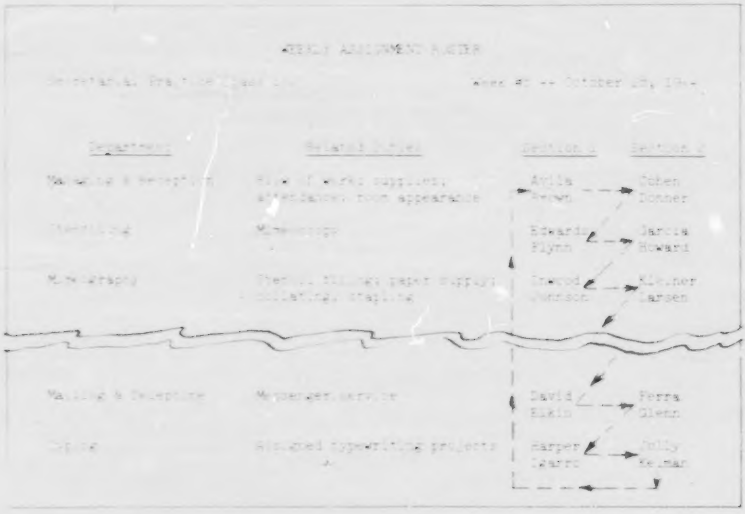
ROTATION PLAN	
No. of Stations	Assignment or Department
2	Full-keyboard adding machine and calculator
8	Ten-key adding machines and printing calculators
2	Key-driven calculators
4	Duplicating machines
4	Machine transcribers
4	Filing
Rest of Class	Typing and transcription

A weekly rotation plan designed to provide an orderly progression of activities under this system is shown on page 150. An assignment roster to schedule the program is on page 151. This roster, which illustrates the staggered rotation plan (described below), need not be observed in a simple rotation plan.

Flexibility for the rotation plan can be provided by increasing or decreasing the number of departments, the number of students in each section, and the time allotted to each activity. These approaches will enable the teacher to meet the needs of variable class enrollments.

An interesting variation of the rotation plan is the *staggered rotation plan*. In this variation, half of each group remains with the same activity for a second week, acting as teaching aides for the new group, while the other section moves on to the next activity. Thus, of each group of four students at a machine, two, who have already acquired experience the previous week and can orient the new pair, proceed to more extensive application.

The description of this staggered approach can be best illustrated by a diagram. Refer to the roster on page 151 and the modification which follows this paragraph. The arrows designate the progress of a section of students from one activity to the next.



The Integrated Laboratory Plan

The integrated office laboratory plan, a more refined form of rotation, can be used only when a large variety of office equipment is available and when the room can be adapted to simulate an actual office. Actual school clerical work may serve as a basis for the training given to students, or an interrelated series of jobs carefully planned and programed for maximum effectiveness may be used. The work processed by the class generally utilizes all the machines and equipment in the room. Students are assigned office positions, such as office manager, receptionist, calculating machine operator, secretary, typist, and duplicating machine operator. Each student is responsible for maintaining a smooth and efficient flow of work. Regular office routines are followed closely. Change of student assignment is made regularly, every week or every few weeks, so that all may have a variety of work opportunities.

CLASSROOM MANAGEMENT

The management of classroom routines in secretarial practice presents one of the really challenging aspects of this subject. Because of the wide variety of activities that may be going on in the room at the same time, and because of the immense variation in organizing this terminal course in the various schools, it is necessary that each school set up its own programing plan to permit an orderly flow of purposeful activity, properly organized, to allow each student to attain maximum learning effectiveness and to provide the teacher with a practical opportunity of evaluating classwork at all times.

Dictation and Transcription

If secretarial practice is given in conjunction with the third year of shorthand, then the secretarial practice period is used as an opportunity for transcription practice only, with the shorthand period providing ample opportunity for skill development in stenography. Where a separate period of third-year shorthand is not provided, then the secretarial practice classroom work should include regularly scheduled dictation and transcription activity with all kinds of office materials: letters, speeches, interoffice memos, instructions to employees, and related types of material. This material should reflect business situations, including office-style dictation, with every attempt to depart from the stereotyped style of dictated material used in second-year shorthand. Provision should also be made for speed- and accuracy-building exercises in both shorthand and typewriting.

Students should be held accountable for the quality and quantity of work they produce. In general, it would be well to apply business standards, evaluating work on a broad *mailability* basis rather than a word-for-word check against the dictated copy. This approach, which encourages students to produce grammatically correct and message-perfect material that might involve rewriting phrases, sentences, or paragraphs, permits liberal substitution. To maintain an awareness of and

appreciation for precision, periodic insistence on verbatim transcripts should be interposed.

All work should be checked and records maintained so that students can note their progress. Students should be responsible for evaluating their own work. All production must stress both quantity and quality, and the record keeping must reflect in some way these two standards of measurement of progress. Because of the volume of work produced, marking or editing departments, record-keeping squads, and other monitorial assistance may be used.

Shorthand homework must be regularly assigned. A short daily assignment may supplement the subject matter of secretarial practice, or one or two days a week may be reserved for shorthand homework exclusively. Assigned homework must be checked and its effectiveness evaluated. The procedures used in second-year shorthand for evaluating homework effectiveness may be followed here.

Typewriting skill in the transcription of shorthand notes, in straight copy work, and in the problem work represented by tabulations, letters, envelopes, and business forms, must be maintained and improved. Therefore, include typewriting practice in daily work. Utilize the first few and the last few minutes of each period for this kind of practice. In this way, students can practice typewriting in those short periods of time when other secretarial projects have been completed, and students are waiting for a change of assignment. In addition, provide specific time each week for typing practice on a class-wide basis. Here again, credit for all completed work provides motivation for utilizing every minute of the period.

Machine Operation

Work done at machines should be based on job sheets, machine manuals, workbooks, or integrated laboratory projects. An illustration of a job sheet for adding and calculating machine operation is on page 146 (Teaching Aids). In addition to maintaining constant vigil to be certain of correct technique, records must be kept so that students can evaluate their progress in terms of accuracy as well as volume. After some experience, it should be possible to establish goals of achievement for quality of work done at the various machines so that students can measure the effectiveness of each day's work. For example, perhaps 35 problems for a 40-minute period on the key-driven calculator may be listed as being 90% work, and 15 correct problems per period would be

classified as the borderline of acceptability. While detailed measurement standards are rather difficult to provide, students should be given a goal to strive for so that work is purposeful and not just aimless toying with machines. Refer to *Office Machines for High School*[1] for more precise instructional and evaluative approaches.

When work is performed for school offices or outside agencies, it is important that accurate records be kept and that evaluation be made. Where the work involves typewriting or transcription, students can make an extra carbon to be filed in class folders as evidence of the quantity and quality of the work.

Safety

The nature of the equipment to be found in the business machines room makes it necessary to apprize students, on the first day of school, of the need for extreme care and the necessity of avoiding accidents resulting from negligence, carelessness, or unrestrained curiosity.

Many electrically operated machines have moving parts that should NOT be impeded during operation. Students should be instructed, in emphatic terms, NEVER to move a machine from one station to another.

The "24 Cardinal Principles of Safety" and "A Sample Safety Test for Office Machines Classes" on pages 116 and 118, respectively, of *Office Machines for High Schools*[1] may be used as models for preparing safety tests for specific machines.

Students may be required to pass the safety test before they proceed with machine operations. To expedite this certification, it is recommended that the safety regulations be used as copy material the first few days of the term, for speed tests, accuracy tests, straight-copy typing, and that at least one perfect copy (permitting no more than two neat erasures) be required. This approach will serve also to provide functional, meaningful skill activity in reestablishing typing skill at the beginning of the term, particularly after a summer recess.

Secretarial Pool

The secretarial practice class can be used as a pool of secretaries for faculty members, school offices, or other school-associated agencies,

[1] Board of Education of the City of New York, *Office Machines for High Schools*, Curriculum Bulletin No. 18, 1965-66 Series (New York: The Board), 1968.

such as parents associations. Under this plan, a faculty member needing secretarial assistance may send for a student from the secretarial practice class and give her dictation or some other valid secretarial job. The task may be completed in the office, or the student may return to the classroom to complete the work.

School material may also be sent to the secretarial practice class to be typed, duplicated, checked, or otherwise completed. The activity may be used as a class project, or it may be assigned to a student.

This class pool operation requires: (1) forms with specific instructions; (2) standards to be maintained so that the work is educationally valid; (3) methods of evaluation; (4) procedures for having the work delivered. The secretarial class must not be exploited for routine tasks of limited value, and the mechanics of this activity must not be allowed to become so overwhelming that it interferes with the planned instruction.

An alternate-week plan is one in which students are divided into two groups. While half the class is assigned to faculty members or school offices for a week, the other half remains in class. The following week, the two groups exchange places. Difficulties inherent in this plan include constant vigil to be certain that the office work is commensurate with the time spent there, that it is educationally meaningful, and that some means of rating the student and evaluating the work are provided.

To help build students' confidence, the back-up plan might be employed whenever a pool stenographer is required to take dictation from anyone other than the teacher. The back-up plan provides two stenographers for each service call, the second taking the same dictation as the first and transcribing it for later comparison with the front stenographer. The resulting transcript may then be a pooling of skill and knowledge which would help build confidence in their ability to produce "mailable" materials.

MAINTAINING MACHINES AND EQUIPMENT

One of the most trying problems of a secretarial practice or clerical practice laboratory is the one involving the handling, maintenance, and control of the machines. Guidelines to be observed are:

1. No student should be permitted to use a machine until the teacher has taught its correct operation.
2. Initially, students should operate the machines only under the direct supervision of the teacher or of a properly trained student acting as a teacher's assistant.
3. Accountability must be maintained for each machine. Students can use machines only if they have been specifically assigned and a record made of the assignments. Should a breakdown occur while a student is using the machine, operations should cease, the fact reported immediately to the teacher, and an effort made to determine the reason for the breakdown. If a student finds a machine inoperable before she starts working, the last student assigned to that machine should be located. Students must realize they are responsible for the correct operation of equipment.
4. A machine-repair record system that includes a machine-repair chart must be maintained. Teachers should make all entries on these records and request repairs only after they have checked the machine to be certain that it is inoperable. A student squad may be used to maintain some repair records control system so that machines which repeatedly develop identical malfunctions can be investigated.
5. Manufacturers' manuals should be readily accessible for reference, and students should be trained to read and understand them. Students should be encouraged to refer to manuals before seeking assistance from the teacher.

6. Where several teachers use the same room, some logbook or other record-keeping device should be set up so that a teacher coming into a room for the first time that day can identify the operable status of all equipment. This device may also be used to inform earlier teachers that the room has not been left in proper condition, that electrically operated machines have not been disconnected, or that there is work left on the mimeograph machine for the entering class to complete.

7. OUT OF ORDER cards are placed on machines requiring repair. Such notation prevents student use of broken machines and possible serious damage. Students MUST NOT connect a disconnected machine without specific permission since the machine may have been disconnected because of malfunction.

8. Regular cleaning schedules should be maintained. Check sheets listing steps in the care and cleaning of units may be prepared, and students trained to clean, dust, and oil machines properly and regularly.

9. Student secretaries should be assigned in each class to check the room at the end of each period to make certain that units to be stored have been stored, that electrical circuits have been disconnected, etc. It might be advisable to have these secretaries sign the log or check sheet to identify the specific responsibilities. Electrically operated equipment should be disconnected in accordance with the following steps: (a) switch the machine off; (b) remove wiring cord from outlet; (c) coil the wiring to avoid hazard; (d) cover the machine.

10. If a master switch is available, power may be turned off at the end of each period.

11. If it is possible, one teacher should have the responsibility of maintaining the non-typewriter equipment in the secretarial practice laboratory. All calls for repairs, maintenance of central repair records, procurement of manufacturers' manuals, and invitations to salesmen-demonstrators might thus be centralized. The teacher might also supervise a trained student squad to assist him.

STANDARDS AND EVALUATIONS

Because the secretarial practice program may vary so widely from school to school, the expected outcomes must be defined rather loosely. In general, the students who complete the course should have the knowledge, attitudes, and skills necessary for beginning employment as stenographer and potential secretary.

Shorthand and Transcription

The student should be able to take dictation on letters and articles of average difficulty (1.5 to 1.4 syllabic intensity), at speeds ranging from 90 to 120 words a minute for five minutes, and should be able to produce a mailable transcript at a minimum transcription speed of 20 words a minute.

Transcription tests should be given at regular intervals. All work produced in class should be evaluated, and students trained to mark and evaluate their own daily work before the teacher marks it. Once the student's basic ability has been determined from several formal tests, only performances that demonstrate improvement over this base level need be submitted for the teacher's marking and recording.

Sample civil service examinations, tests used by personnel offices of large business firms, the National Business Entrance Tests, and tests available from book publishers should be administered so that students may become familiar with the type and format of these instruments.

Typewriting

The student should be able to typewrite at a minimum speed of 45 gross words a minute on straight copy, with no more than three errors in a five-minute timed writing.

In addition, the student should demonstrate an ability to handle common business office problems, including the typing of rough drafts, tabulations, business forms, reports, itineraries, and manuscripts at an acceptable production rate.

The marking scale suggested in the New York City Board of Education syllabus in typewriting[1] may be adapted to secretarial practice. For this purpose, it is suggested that the Typewriting 4 scale be used for the first term of secretarial practice and that the projection of this scale for an additional term provide the rating standard for a second-term secretarial practice class.

Business Machines

Performance tests on specific machines may be administered at the end of a training unit. Test validity requires an evaluation of the technique displayed and of the finished product.

There are three levels of attainment to which machine instruction may be directed: acquaintanceship level, practical-use level, and vocational-competency level. While variations of emphasis to meet special needs are observed, the following levels may be considered generally acceptable objectives:

Unit of Instruction	Level of Attainment
Adding and calculating machines	acquaintanceship
Copiers	acquaintanceship
Duplicating machines	practical use
Switchboard	acquaintanceship
Transcribers	practical use

Office Machines for High Schools[2] gives acceptable business machines standards for the acquaintanceship level as shown on the chart on the following page.

[1] Board of Education of the City of New York, *Typewriting for Secondary Schools*, Curriculum Bulletin No. 2, 1960-61 Series (New York: The Board), 1961. Reprinted 1966.

[2] ———, *Office Machines for High Schools*, Curriculum Bulletin No. 18, 1965-66 Series (New York: The Board), 1968.

BUSINESS MACHINES STANDARDS

ACQUAINTANCESHIP LEVEL OF ATTAINMENT

10-Minute Timed Operations — 100% Accuracy

Two-to-Five Digit Items

	Addition	*Multiplication*	*Subtraction*	*Division*
Key-driven calculator	100	20	10	10
Rotary calculator	90	15	10	10
Ten-key adding machine	90	15	10	—
Full keyboard machine	90	—	10	—

A cumulative record of accurately completed exercises submitted by the student in accordance with assigned job sheets (page 146 of Teaching Aids) may also serve as a basis for establishing a rating on calculator accomplishment. A similar rating approach may be used for transcribing machines, with the number of mailable transcripts serving as a basis.

Accomplishment on duplicating machines may be assessed in terms of an evaluation sheet similar in nature to the one on page 148. A similar approach may constitute the basis for judging performance on the switchboard.

Personal Qualities

The section "Improving Human Relations Skills and Personal Qualities" recommends that the teacher conduct a personality rating exercise in which each student rates herself. This rating scale may be introduced at the beginning of the term and used again at the end of the term to check improvement. A rating exercise of this nature constitutes a basis for assessing a student's progress in improving her personality. (It is not wise to attach a numerical rating to this phase of the instructional program.)

Language Arts

To emphasize the need to improve oral and written English, some formal evaluation of these skills should be provided. Student-composed correspondence may be evaluated and corrected. Provision should be made for assessing oral reports. At least once during the semester each

student should be offered an analysis of her command of oral English based on daily discussions, dramatizations, and telephone training assignments.

Formal drills may be planned for the improvement of spelling, punctuation, usage, sentence structure, and grammar; and tests may be administered for evaluation and remedial activity. Civil service preparation may well constitute a foundation for this aspect.

TEACHING AIDS

Bulletin Boards

The secretarial practice teacher uses bulletin board exhibits as valuable adjuncts to her teaching. The displays make the classroom more attractive, serve as motivating devices, and provide pictorial and printed information consonant with the latest development in the business world.

Displays, which should be timely, are changed frequently. In schools where bulletin boards are exceptionally successful, displays are changed according to a definite schedule. Some displays may be of sufficient general interest to warrant their being posted in prominent areas in the school; others may be posted on the department or classroom bulletin boards. Displays should be stored in such a manner that they may be reused.

Secretarial practice students may assemble materials and prepare displays as homework assignments, as extra-credit projects or, on occasion, as a class activity. Students should be given public recognition for superior work. Excellent test papers, homework assignments, scrapbooks, or any other type of original work may be suitable for display. Gifted art students may be delegated for special displays. Probably no device provides more satisfaction to a student than public display of a personal accomplishment.

The Board of Education's *Stocked Supplies List* includes a wealth of supplies, such as colored paper in varying sizes and finishes, lettering sets, and felt pens, which may be ordered from the department's allotment of funds. Many schools also have funds to purchase non-list or special items. A disproportionate amount of time should not be spent on the preparation of any display.

SUGGESTED TOPICS

While the subject for an exhibit may rise from students' particular interests, the teacher may have to suggest display themes. Each bulletin board should have a basic theme.

The major units of the course offer admirable areas in planning a display. They provide information, may cause the student to delve more

deeply into the subject, or may inspire him to become more proficient in the development of a skill. Suggested topics follow.

Incoming and Outgoing Mail

- Different types of envelope-stamping, metered mail, printed indicia, precanceled stamps, stamps
- Airmail envelopes
- Envelopes stamped *Registered, Insured, Special Delivery*
- Envelopes marked *Attention*
- Pictures and descriptions of letter-opening machines, scales, sorting equipment, etc.

Typewriting

- A composite of pictures showing the latest models of each of the major makes of typewriters, manual or electric
- Pictures of typewriting experts with captions calling attention to specific techniques
- A list of names and speed and or accuracy records of the most proficient typists in the class
- Bar graphs to indicate levels of typing performance of all students in the class or of the outstanding ones

Shorthand

- Letters from famous persons (or former students) explaining shorthand's role in their success
- Cartoons with captions in shorthand
- Famous quotations in shorthand together with a picture of the speaker, e.g., John F. Kennedy and the text, "Ask not . . ."
- A list of names of students who have typed or transcribed at varying speeds within certain accuracy limitations
- An honor roll listing those with marks of 90% or better at the end of the term
- Poems written in shorthand
- Names and photographs of famous persons who started as secretaries (Although some on the following lists are deceased, their names may impress and encourage students.)

FAMOUS WOMEN WHO WERE SECRETARIES

NAME	POSITION
Elizabeth Arden	Founder, Elizabeth Arden cosmetics
Katherine Brush, Kathleen Norris, Winifred Dunn, Ann Austin, Margaret Scott, Mabel Urner	Authors
Mary Dillon	President, Brooklyn Union Gas
Estelle Hamburger	Vice-President, Jay Thorpe
Ethel Merman, Mary Healy	Stage, screen, and radio stars
Dorothy Miller	President, American Society of Women Accountants
Sara Pennoyer	Vice-President, Bonwit Teller's
Mary G. Roebling	Chairman of the Board, Trenton Trust
Dorothy Shaver	President, Lord and Taylor
Dorothy Thompson	"First Lady of Journalism"
Rhea Whitehead and Florence Allen	Federal judges
Cecilia Wyckoff	Editor and publisher, *The Magazine of Wall Street*

FAMOUS MEN WHO WERE SECRETARIES

NAME	POSITION
James H. Aydelotte	President, Association of American Railways
Newton D. Baker	Secretary of War
A. C. Bedford	President, Standard Oil
Lucius Boomer	Hotel magnate
Newcomb Carlton	President, Western Union
Irving S. Cobb, Meredith Nicholson, Norman Hapgood, Edward Bok	Journalists
George A. Eastwood	President, Armour (He is the third secretary to head this company.)
Edward Engel	President, Santa Fe R.R.
Harvey W. Firestone	Founder, Firestone Tire and Rubber
Ford Frick	President, National Baseball League
Alexander Hamilton	George Washington's secretary
James B. Hill	President, Louisville and Nashville R.R.
Herbert Hoover	President of the United States
Charles Evans Hughes	Chief Justice, U.S. Supreme Court
Van Johnson	Actor

George S. Kaufman	Playwright
K. T. Keller	President, Chrysler
Peter B. Kyne	Novelist
Kenesaw Mountain Landis	Federal Judge and Baseball Commissioner
A. Mitchell Palmer	Attorney General
John J. Raskob	Officer, General Motors
Robert Riskin	Author of screenplays, *Mr. Deeds Goes to Town* and *Mr. Smith Goes to Washington*
Billy Rose	Producer, theatrical spectaculars
George Bernard Shaw	Playwright; wrote plays in shorthand
Irving Thalberg	Motion picture director
Theodore Vail	President, Western Union
Frank A. Vanderlip	President, National City Bank
Charles E. Wilson	President, General Electric
Woodrow Wilson	President of the United States
F. W. Woolworth	Founder, F. W. Woolworth

Employment and Guidance

- Notice of civil service opportunities plus specific information of the location and office hours of the school adviser in charge
- Feature articles from magazines or newspapers about office workers or secretaries to famous persons
- Life Adjustment booklets

Choosing Your Career — *How to Get a Job*

Discovering Your Real Interest — *What Employers Want*

Your Personality and Your Job

Telephone

- Posters available from NY Telephone
- A picture of a secretary using the telephone with the slogan, "The voice with a smile"
- Samples of good telephone conversations for various purposes and on various themes

Illustrious Alumnae

- Snapshots of secretarial graduates with captions describing their present employment and achievements

Personality Development

- Pictures of appropriate dress for business
- Grooming charts and checklists
- Etiquette columns from magazines or newspapers

Materials Prepared by Industry and Publishers

- Supplementary teaching aids (posters, bulletins, etc.)
- Posters or display ideas in

The Rowe Budget	*The Business Teacher*
The Balance Sheet	*Business Education World*

- Catalogs with excellent pictures and descriptions of office equipment and supplies, e.g., Goldsmith's, 77 Nassau St., New York, N.Y. 10008

Assemblies

If the Secretarial Studies Department is called on to present an assembly program, one prepared by secretarial practice students under the teacher's direction can be worthwhile and effective. Guidelines follow:

AIM: The program must have a definite objective, tailored to a particular situation and audience. For example, an assembly program which acquaints students with stenography would be of maximum benefit to entering freshmen or sophomores.

PUBLICITY: Display posters should advertise the program to motivate an interest in it.

REHEARSALS: Rehearsal time, if possible, should not be taken from instructional time.

PROPS: Props must be prepared and gathered well in advance; they should be placed on the stage the day before the play.

STAGE CREW: Conferences among the stage crew, actors, and faculty adviser of the assembly program should be scheduled well in advance of the presentation.

ALTERNATE PROGRAMS: If an emergency arises, it is wise to have another program planned, especially where a demonstration by an outside expert is to be the main feature. It would be prudent to have a film available if the speaker cannot attend and no alternate representative is available.

STAND-INS: If the presentation includes students, it is important to have stand-ins.

AUDIENCE PARTICIPATION: The audience should be encouraged to participate in some way. For example, the audience may participate in contests or pass judgment, in writing, on certain items.

GENERAL GOALS AND CONTENT: All assembly presentations should indicate: who should take business courses; business courses given in the school; sequences needed for the diploma; jobs or further education available after the business course; employment opportunities.

ACKNOWLEDGMENT: Thank-you letters should be sent to all who have contributed to the program. Service credit should be given to participating students.

SUGGESTIONS FOR ASSEMBLY PROGRAMS

Demonstrations

Most companies have experts who will put on a show in their respective areas—data processing, calculators, telephone services, etc. Usually, their appearance must be arranged for long in advance through their organizations. Suggested representatives follow:

Marion Angus, Pitman Publishing Corp.—Shorthand

Lou Alexander, Victor-Comptometer Corp.—Business machines

John Rogers, Dictaphone Corp.—Dictating and transcribing machines

Michael McCollum, International Business Machines Corp.—Word processing

Virginia Mowry, J. C. Penney & Co.—Personnel

Morris Kligman, U.S. District Court, Foley Square, New York City—Court reporting

An executive secretary, National Secretaries Association—Secretarial skills

Programs with Student Participation

Typing in rhythm to music

Typing while being timed with a stop watch

Demonstrating humorous dos and don'ts of typing technique

Taking dictation at various speeds and reading back notes rapidly

Being interviewed for a part-time or full-time job

Typing or writing shorthand which is immediately made into a transparency and thrown on a screen by means of an overhead projector

In cooperation with the Home Economics or Distributive Education Departments, showing proper dress for the business office

Transcribing from belts or discs from transcribing machines rigged so that audiences may hear what transcribers hear

Showing a secretary's typical day in an office (The need for a variety of equipment on stage is a major problem requiring careful planning.)

Speakers

Since only a gifted speaker can hold the audience's attention for 25 or 30 minutes, the invited speaker should be kept to a 10- or 15-minute presentation with time for student participation or question-answer. Variations may include: a) a panel of students and representatives from several companies discussing a particular subject; b) questions from the audience on 3x5 cards brought up by ushers from the floor; c) an executive holding two or three interviews on stage and then indicating the positive aspects of the interviews.

Students, not the teacher, should suggest topics to guest speakers. The following agencies or firms are usually cooperative about releasing personnel to appear in a school program:

Abraham & Straus
420 Fulton St.
Brooklyn, NY 11201

Administrative Management Society (AMS)
Speakers Bureau Committee
32 West 40 St.
New York, NY 10018
LW 4-2641

Consolidated Edison Corporation
16 Irving Place
New York, NY 10003
679-6700

Federal Bureau of Investigation
201 East 69 St.
New York, NY 10021
LE 5-7700

Metropolitan Life Insurance Co.
1 Madison Ave.
New York, NY 10010
578-2211

National Secretaries Association
c/o Bertha Stronach
IBM Corporation
590 Madison Ave.
New York, NY 10022

New York City Department of Personnel
55 Thomas St.
New York, NY 10013
566-8700

New York State Employment Service
80 Centre St.
New York, NY 10002
488-4141

New York Telephone Company
110 Willoughby St.
Brooklyn, NY 11201

Port of New York Authority
111 Eighth Ave.
New York, NY 10011
620-7000

Sales Executives Club of New York
Hotel Roosevelt
New York, NY 10017
MU 9-5117

State Department, United States Government
250 West 57 St.
New York, NY 10019
971-5651

Social Security Administration
345 Adams St.
Brooklyn, NY 11201
596-4100

Western Electric, Inc.
222 Broadway
New York, NY 10013
571-2345

Contests

The culminating activity for a school or citywide contest can be an exciting assembly program. A program may also be used to present achievement certificates to the best typist in each typing class, the best stenographer in each stenography class, the best filer in the clerical practice class, etc. Parents may be invited. Students receiving awards can be photographed for the school newspaper or yearbook.

Dramatizations

To attempt an original dramatization is difficult. It usually requires a great deal of teacher time beyond the school day, and frequently the time spent is disproportionate to the results attained. If the skit is especially tailored to the school situation, however, there is probably no more effective presentation.

Successful original skits may be obtained from the following teachers by enclosing a stamped, addressed envelope:

"Young Ideas" by Mrs. I. Gilliam, Bay Ridge HS

Skit by Mrs. Charlotte Chickering, Jamaica HS

Skit by Seymour Leff, Forest Hills HS

Skit by Dr. Jordan Hale, John Bowne HS

Swit by Jack Grossman, Dodge VHS

"Wanted: A Stenographer" by Ruth Selwyn, Maxwell VHS

"The Case of the Commercial Department Co-ed" by Ruth Selwyn, Maxwell VHS

"The Importance of Speech and Personality in Business" by Catherine Nelson, East New York VHS

Certain Issues of *Business Education World* include skits:

"So Tomorrow You Go to Work," March, 1950

"She Didn't Get the Job," May, 1955

"Behind the Scenes," June, 1956

"Why Take a Secretarial Course?" January, 1958

Additional sources that include skits are:

Business Plays and Mock Trials (Monograph #52). Cincinnati, Ohio: South-Western Publishing Co.

Plays, Assembly Programs, and Mock Trials (Service Bulletin #14). Cincinnati, Ohio: South-Western Publishing Co.

Richmond, S. S. *Career Plays for Young People*. (Boston: Plays, Inc., 1961)

Audio-Visual Aids

Since the multimedia are invaluable aids to education, they should be included in the instructional program. This section seeks to assist the teacher in formulating guide lines and selecting materials to implement an effective program in films and filmstrips, dictation records and tapes, and overhead projectors and transparencies.

FILMS AND FILMSTRIPS

Use films and filmstrips to:

impart knowledge
make processes and concepts meaningful
teach skills
motivate and speed learning
increase retention
stimulate interest and participation
make language understandable
expand horizons and enrich experiences
initiate discussion and encourage extra reading
train in observation and in drawing conclusions
see relationships between environment, character, and events
create and strengthen desirable attitudes
improve personal adjustment
evaluate standards and learn to appreciate excellence
develop morale

Use films and filmstrips:

As an introduction to a new unit or topic to
    arouse interest and curiosity
    formulate problems

As part of a unit or topic to
    provide concrete information and details
    illustrate processes and methods in teaching skills

show motives, reactions, relationships
develop appreciations and attitudes
reinforce knowledge or skills
enlarge the scope of the topic and stimulate research
stimulate follow-up activities

At the end of the unit or topic to
provide review or culmination
verify research

Use films and filmstrips with these guidelines:

Select the device which will contribute specifically to the objective of the unit or topic. Is a step-by-step development desired, or are continuity and motion preferred? Do we wish an aural stimulus or a visual stimulus or perhaps a combination of both?

Preview the film, tape, or record and study the accompanying guide to determine the appropriateness of subject matter, the suitability to the student level, the elements which may present learning difficulties and thus require explanation, and the place of the medium in the total lesson structure.

Prepare the class with specific questions, problems, objectives, and vocabulary, thus creating receptive attitudes. The students should know in advance what they are going to see or hear.

Show the film under the best conditions.

Check the physical setting, such as seating, ventilation, and light.

Make sure that the required equipment is present. Arrange for the proper placement of projector and screens. Take safety precautions with regard to extension cords and connectors.

Make sure that films or tapes are in good condition. Have student assistants on duty to operate projectors and recorders.

At the conclusion of the lesson, store equipment and materials in their proper places.

Plan follow-up action after the program to evaluate the concepts learned and to reinforce the learning with such activities as:

Written reports
Discussion and debate

Preparation of maps, charts, diagrams
Supplementary reading
Additional research

A list of related films and kinescopes is included on pages 159 to 171 of the Appendix.

DICTATION RECORDS AND TAPES

The secretarial practice teacher can use dictation records and tapes effectively to increase students' shorthand skill.

Purposes

1. The records and tapes may be used in class for practice in taking dictation. Shorthand notes can be transcribed as the teacher wishes. The teacher is free to observe each student individually and to correct, coach, and praise.

2. On occasion, the teacher may wish to take dictation at the same time as the class in order to exhibit proficiency.

3. In schools where records and tapes are available for borrowing and home use, homework can be more interesting. The student has the advantage of taking dictation in the privacy of her own home at a convenient time. Further, the records and tapes can cater to individual students; the not-so-proficient student can take dictation at appropriate speeds and can repeat the "take" until she is able to write it. The superior student can take dictation at speeds greater than the average class dictation; thus, there is no limit to the speed and skill which she can attain. The student who has been absent will also find that home use of records and tapes can help her keep up with the progress of the group. Since secretarial practice courses are severely limited in allotted teaching time, the extra dictation helps keep the stenographic skill at optimum level.

4. The student becomes accustomed to taking dictation from new voices with different inflections, intonations, and pitch. Students who use these supplementary devices will not be distressed by an unfamiliar voice when they take pre-employment tests. A number of companies are now using prerecorded material to administer pre-employment dictation tests. The precise practice in school will therefore better qualify the student for successful achievement.

5. The use of tapes and records provides both extensive and intensive training. The student gets intensive practice by repeating the dictation until she is able to take it; she gets extensive practice by using many different materials.

6. Audio aids are an excellent device for effecting a prompt start. Dictation records, recorded rhythmic typing drills, and taped instruction can be introduced at the very beginning of the period to stimulate meaningful student activity.

Teaching Suggestions

1. Read the printed materials prepared by the various companies. Preview the records and tapes to ascertain:
   a. the dictation speeds
   b. word previews
   c. correlation with textbook
   d. types of material (letters, memos, etc.)
2. Train student assistants to set up the machines. Step-by-step instructions should be attached to the apparatus itself.
3. In determining appropriate speeds for individual practice, recommend rates 10 to 20 words faster than the usual dictation for transcription.
4. Use records and tapes only once or twice a week in class if the student is to maintain interest.
5. Devote an entire period solely to note-taking. (Some teachers call this Stamina Day, simulating the sustained type of dictation usually given in an office.)
6. Use the longhand keys which record and tape-producing companies furnish.

OVERHEAD PROJECTOR

The overhead projector, a valuable addition to the teacher's visual aid equipment, is a unit capable of enlarging transparent materials to a brilliant screen image. The projector has the specific advantages of permitting the room to maintain normal lighting, of annotating prepared transparencies with modifications, of preparing facsimiles of printed forms, and of permitting the teacher to face the class.

The teacher can focus attention on a particular line or section of the image by pointing a pencil, pen, or finger on the stressed material, on the transparency itself, or get attention by covering sections, by removing the transparency, and by switching off the machine.

The medium can be used as a chalkboard by preparing transparencies in advance. While the transparency is being projected, the teacher can fill in information with a grease pencil or marking pen. If, for example, a proofreading exercise is projected, the teacher can underscore the typing errors and note the corrections.

Source materials which can be made into transparencies are:

- shorthand notes
- preview material, shorthand or longhand
- forms for instruction and completion
- typewriting-improvement exercises
- proofreading exercises

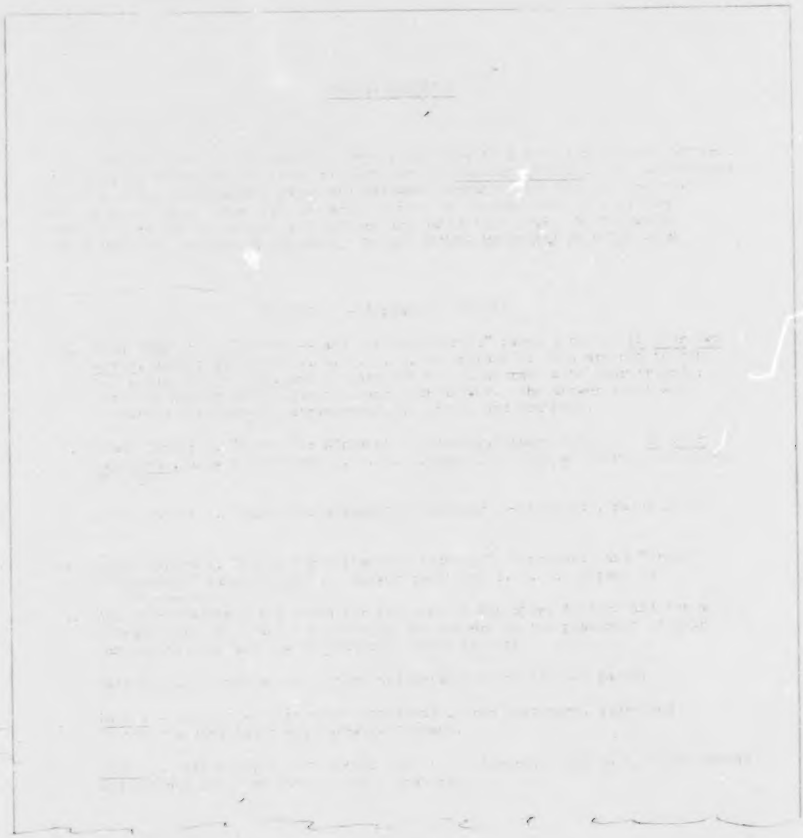
Only two units of equipment are needed — the projector itself and a copying machine for preparing transparencies.

STORAGE: Transparencies are not expendable; they can be used as often as desired, and if they have been prepared correctly, they will last for years. Cardboard frames are available to facilitate handling and storage; these frames provide space for identification and for annotations.

PREPARATION OF TRANSPARENCIES: In planning a transparency, the teacher uses fewer than ten lines of copy with about six or seven words on each line. A rough guide to follow is that the transparency will project adequately if all the original material is readable with the naked eye at 10 feet. As the teacher becomes familiar with the use of the projector, refinements may be added as overlays, colors, and silhouettes. (There are several commercially prepared transparencies that contribute to the instructional program, notably in the area of typewriting and in data-processing instruction.)

Samples of Job Instruction Sheets

The job instruction sheets that follow (only four of the many in use are shown here) are designed to serve as *suggested formats* which may be adapted to meet specific needs.



Name _____ J.E. Class _____ Date _____

REPORT OF ALPHABETIC ARRANGEMENT

Letter No.	Name of Company or Person	Letter Date

Submit your arrange box, pack of letters, and the typewritten report to the teacher.

The teacher will grade for content, accuracy, typing arrangement, and neatness. If you failed to understand any instruction, ask the teacher for assistance. You are NOT penalized if you are guessing, but you are penalized if you do not try to answer correctly or else you did not understand the assignment.

PROJECT 11 - Geographic Filing

Alphabet Letters, first by state, then city, and finally by name of correspondent. You prepare and submit a report similar to that of Project 9, with the following heading: Report of Geographic Arrangement. Reference: Chapter 10.

PROJECT 12 - Numeric Filing

Prepare fifty (50) index cards by cutting typing paper in nine. Prepare an index card for letters 1 to 50. Then arrange these cards alphabetically. Letters are found in Project 9 and 10 of the reference text. Submit the letters, the cards, and a report to indicate the order in which the cards are arranged, with the following heading: Report of Numeric Filing. Reference: Chapter 10.

PBX MONITOR BOARD

EQUIPMENT ON BOARD

1. WHITE key to extreme right is (part of) LISTENING keys.
2. RED keys are trunk line keys used for incoming and outgoing calls.
3. BLACK keys of first two rows are EXTENSION keys.
4. BLACK keys of third row are RING keys--to be used in ringing an extension.
5. RED keys of fourth row are HOLD KEYS--to hold a call on the trunk line.

DEFINITIONS

1. TRUNK OR Trunk Line or Trunk Call: an incoming call or connection from outside the office. There are three trunk lines on the switchboard of this governmental position laboratory, which can be used for incoming calls: #1, #2, and #3. These can be dialed from the teacher's desk when the desk switch is in the MIDDLE position or from any phone on the intercom system.
2. Extension or Extension Line: a branch telephone that is in our office. This office has five extension phones: #4 which is at the teacher's desk when the desk switch is UP, #5, #6, #7, and #8.
3. RELATED KEY or Related Row: a key which is in the same row or in the same line as another key we have been talking about. Keys in the same related position form a connecting path for a call.
4. RAISED, MIDDLE, LOWER POSITIONS: Most keys have three positions. The normal position--when that key is not being used--is the MIDDLE or neutral, or horizontal position.

POSITION

1. No TRUNK lines cannot be pushed in the same related position at the same time; this disconnects the calls. One key should be pushed UP; the second DOWN. If there are three TRUNK calls, be sure that two are on the first line in opposite directions, and the third is on the second line in either direction.
2. To connect any two calls, whether two extensions or a trunk and an extension, both keys must be on the SAME LINE and in the SAME POSITION, raised or lowered. This forms a connecting path.
3. RING KEY. The third row BLACK key in the related line, when pushed down, rings the desired extension. When UP, these keys are extension-connecting keys.
4. HOLD KEY. The fourth row RED key in the related line, when pushed DOWN to the same position as the TRUNK key, will hold that trunk call or connection. When this key is UP, it serves as a trunk-connecting key.)

SIGNALS

1. Green light on top indicates a call coming in from a trunk or extension.
2. Red light on side of board shows a call completed.

TO ANSWER AN EXTENSION

RAISE related BLACK key and related WHITE LISTENING key.

TO ANSWER A TRUNK

1. RAISE related RED key and related WHITE LISTENING key.
2. RAISE top row related BLACK key.
3. LOWER related third row BLACK RING key to ring.

TO DISCONNECT COMPLETED CALLS

Return all related keys to middle or horizontal position.

WITHIN TRUNK CALL TO AN EXTENSION

1. Answer TRUNK by RAISING related RED key and related WHITE LISTENING key.
2. Connect to desired extension by RAISING related BLACK key.
3. Ring desired extension by LOWERING related BLACK RING key.
4. Return related WHITE LISTENING key to MIDDLE position.

ONE EXTENSION TO ANOTHER EXTENSION

1. Answer first extension by RAISING related BLACK key and related WHITE LISTENING key.
2. Connect to desired extension by RAISING related BLACK key.
3. Ring desired extension by LOWERING related BLACK RING key.
4. Return related WHITE LISTENING key to MIDDLE position.

CALCULATORS

TEXT: Office Machines Course, 3d edition, by Agnew and Cornelia

INSTRUCTIONS: 1. Record answers on answer sheet.
2. Do each problem at least twice until answer is verified.
3. Submit only completed units to the teacher.
4. After each unit, ask the teacher for the TEST.

JOB SHEET: 10-KEY ADDING MACHINE

Topic	Pages	Problems		
Introduction	23-24	All		
Touch Addition	25-34	p. 25 # 1-8 p. 28 #25-32 p. 31 # 1-8 p. 34 # 4-8	p. 26 # 9-16 p. 29 # 1-8 p. 32 # 1-8	p. 27 #17-24 p. 30 # 9-16 p. 33 # 1-3
Subtraction	35-36	p. 35 # 1-20	p. 36 #21-32	
Multiplication	41-43	p. 41 # 1-10	p. 42 #11-20	p. 43 #21-40

JOB SHEET: ROTARY CALCULATOR

Addition	51-59	p. 52 # 1-12 p. 56 #14-18	p. 53 #13-24	p. 54 #25-32
Subtraction	59-67	p. 59 # 1-8	p. 57 #24-33	p. 58 # 9-13
Multiplication	68-79	p. 69 # 1-20 p. 73 # 1-5	p. 64 #21-40 p. 74 # 6-35	p. 66 #21-28
Division	67-77	p. 68 # 1-25 p. 76 # 8-14	p. 70 #13-16 p. 77 # 7-10	p. 75 #36-55

JOB SHEET: FULL-KEYBOARD ADDING MACHINE

Introduction	1-2	Test on Reading		
Simple Addition	4-13	p. 3 # 1-5 p. 6 # 1-11 p. 9 # 1-8	p. 4 # 6-10 p. 7 # 1-6 p. 10 # 6-10	p. 5 #1-5 p. 8 #6-10
4-Digit Addition	11-22	p. 11 # 1-5 p. 14 # 6-10 p. 20 #17-21	p. 12 # 1-10 p. 19 # 1-5	p. 13 #1-5 p. 20 #6-10
Subtraction	15,16,21	p. 15 #1-5	p. 16 #6-10	p. 21 #6-10
Multiplication	23, 24	p. 23 #11-20	p. 24 #11-16	

Sample Checklists

S.P. Class _____ _____ Date _____ Student _____

CHECKLIST FOR TELEPHONE TRAINING

Caller _____ Person called _____ Date _____ Time _____

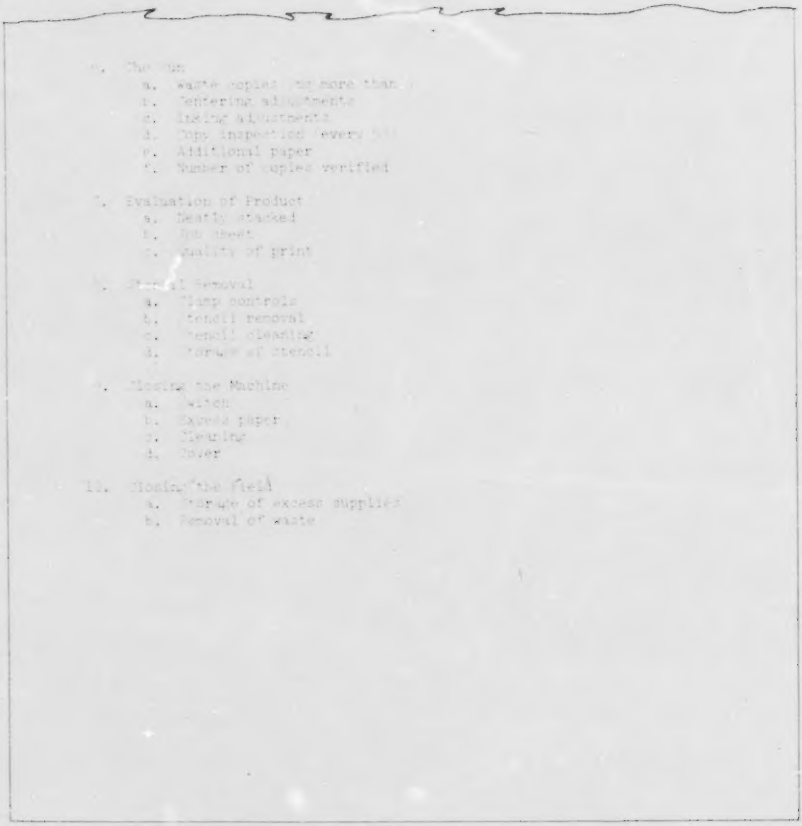
Message topic _____

	Good	Poor	Comment
1. Caller identified			
2. Called person identified			
3. Subject matter identified			
4. Names distinct and verified			
5. Numbers distinct and verified			
6. Specific information provided			
7. Problem solved			
a. Referred to proper person			
b. Written message taken			
c. Other			
8. Established favorable impression of company			
a. Courtesy (used names			
b. Interest (helpful)			
c. Apologies (regrets, explanations			
9. Telephone habits			
a. Placing call			
b. Completing call			
c. Speech and voice			
d. Delays			

Class _____ Date _____ Student _____

CHECKLIST FOR SKILLS PERFORMANCE

	Poor	Fair	Good	Excellent
1. Preparation of Field				
a. Newspaper spread				
b. Paper supply				
c. Blotting paper				
d. Area neat				
Preliminary Inspection				
a. Ink supply replaced, if missing				
b. Electrical connection				
2. Paper on Feed Platform				
a. Platform dropped				
b. Edges even				
c. Stack centered				
d. Feed platform guides				
e. Feed rollers properly mounted				
3. Stencil Mounting				
a. Clamps open				
b. Stencil mounted				
c. Clamps closed				
d. Backing sheet neatly removed				
e. Stencil surface smoothed				
4. Operation Controls				
a. Inking quantity				
b. Inking distribution				
c. Stencil centering				
d. Counter set				
e. Paper feed				
f. Switch				
g. Receiving platform guides				



Weekly Rotation Plan

The rotation plan enables a student to see at a glance the activity to which he is assigned. It is supplemented each week by the weekly assignment roster, which lists students by name and activities in detail. It is based on nine activities for an eighteen-week period (one semester). The class is divided into nine groups, each group being assigned a letter from A to I.

S.P. Class _____ September 19____

WEEKLY ROTATION PLAN

ACTIVITY Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Managing & Reception	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
Stenciling	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A
Mimeography	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B
Editing	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C
Calculating	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D
Filing	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E
Transcribing	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F
Mailing & Telephone	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G
Typing	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H

Secretarial Practice Unit _____ Week of November ___, 19___

ASSIGNMENT SHEET

Activity	Related Duties	Section 1	Section
Managing a reception	Use of work; supplies; attendance; room appearance	Avila Brown	Cohen Donner
Travelling	Mimeoscope	Edwards Flynn	Garcia Howard
Miscellaneous	Desk files; paper supply; collating; stapling	Inwood Johnson	Kleiner Larsen
Editing	Proofreading of daily typescripts; stencils; proofs	Moore Norris	Moran Peterson
Circulation		Quinn Solan	Smith Taber
Filing	Preparing appropriate folder; reference book	Timon Voyt	Wert Yost
Communication	Telephone, Dictaphone, TWX	Lerner Apfel	Tilney Carter
Mailing & Telephone	Mail room Service	Davis Klein	Harris Klein
Typing	Personal typewriting projects	Harper Quarry	Jolly Nielsen

APPENDIX

Common Terms in Data Processing

address
alphabetic
alphanumeric
automatic data processing

block diagram
by-product

central processing unit
Cobol
coding
collating
column
comparing
compiler
computer
console
CPU
cycle billing

data processing
debugging
digital
disc pack
documentation
drive

8-channel tape
electronic

field
5-channel tape
flowchart
Fortran

hardware

input
integrated data processing
interpreting

leased time
locate
logic

machine language
magnetic tape
mark sensing
master card
matching
merging
memory

numeric

optical scanning
output

paper tape
prepunched
print-out
program
punched card

random access
report
reproducer
retrieve

software
sorting
storage
summary punch card
symbolic language
symbols
systems analyst

tab equipment
tape
tape processing
teletype
time-sharing
tub file

unit-record

verification

Selected Bibliography

TEXTBOOKS

The New York City Board of Education *Textbook List for Use by High Schools* and the *Textbook List* of the New York State Textbook Law contain many useful texts under the headings, Business Education, Bookkeeping & Recordkeeping, Distributive Education, General Business, Office Machines, Secretarial Training & Clerical Practice, and Stenography & Typewriting. Especially applicable, of course, are the Secretarial Training & Clerical Practice and Stenography & Typewriting. Other related instructional materials and aids, including a list of free or inexpensive items and addresses of suppliers, follow.

PUBLICATIONS OF GOVERNMENT AND EDUCATIONAL AGENCIES

New York City Board of Education, Bureau of Curriculum Development. New York: The Board

Assembly Guide for Secondary Schools, Curriculum Bulletin No. 11, 1954-55 Series

Distributive Education for High Schools, Curriculum Bulletin No. 5, 1965-66 Series

Bookkeeping for High Schools, Curriculum Bulletin No. 8, 1957-58 Series (Reprinted 1969)

Office Machines for High Schools, Curriculum Bulletin No. 19, 1965-66 Series

Recordkeeping 1-2 for High Schools, Curriculum Bulletin No. 9, 1954-55 Series (Reprinted 1969)

Shorthand for High Schools, Curriculum Bulletin No. 9, 1969-70 Series

Typewriting for Secondary Schools, Curriculum Bulletin No. 2, 1960-61 Series (Reprinted 1966)

Business Law for High Schools, Curriculum Bulletin No. 2, 1966-67 Series

Business Mathematics for High Schools, Curriculum Bulletin No. 14, 1967-68 Series

Consumer Education for High Schools, Curriculum Bulletin No. 16, 1968-69 Series

Consumer Education, Elementary, Intermediate, Junior High Schools, Curriculum Bulletin No. 14, 1968-69 Series

New York State Education Department, Bureau of Business Education, Albany, N.Y.: The Department

Duplicating

Filing

Human Relations for Secretaries

Machines (Adding and Calculating)

Machine Transcription

Office Practice and Procedures

Secretarial Accounting, Adult Course Outlines, Bulletin No. 127

Secretarial Practice Syllabus

Secretarial Skills and Procedures

Tentative Syllabus and Teaching Suggestions for a Course in Office Practice

Typewriting

United States Government Printing Office, Washington, D.C.

Correspondence Manual

Getting Your Ideas Across Through Writing, Training Manual No. 7

Style Manual

Official Postal Manual (Includes *Domestic Postage Rates, Combination Mailing, International Mail*, and *Mailing Permits*)

GENERAL REFERENCES

Anderson, R. L., and others. *Word Finder*. Englewood Cliffs, N.J.: Prentice-Hall, n. d.

Bullinger's Postal and Shipper's Guide for the U.S., Canada, and Newfoundland. Westwood, N.J.: Bullinger's Guide Incorporated. Annual.

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Leonard's Guide for Parcel Post, Express, Freight, Rates, and Routing. New York: G. R. Leonard. Quarterly Supplement.

Nelson, J. H. *Hands Etiquette Manual.* Boston, Mass.: Crescendo, n. d.

Nelson, J. H. *Hands Spelling Manual.* Boston, Mass.: Crescendo, 1964.

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Place, Irene, and Strony, M. S. *The Road to Secretarial Success.* New York: McGraw-Hill, 1954.

Richmond, S. S. *Career Plays for Young People.* Boston: Plays, Inc., 1961.

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Russon, A. R. *Business Behavior.* Cincinnati, Ohio: South-Western, 1964.

Strony, M. S., and others. *The Secretary at Work.* New York: McGraw-Hill, 1956.

Turner, B. C. *The Private Secretary's Manual.* Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Vanderbilt, Amy. *New Complete Book of Etiquette.* New York: Doubleday, 1963.

Whitcomb, H., and Cochran, L. *Charm for Miss Teen.* New York: McGraw-Hill, 1970.

World Almanac and Book of Facts. New York: Newspaper Enterprise Assoc. Annual.

YEARBOOKS, JOURNALS, AND PERIODICALS

American Business Writing Association Bulletin. American Business Writing Assoc. Urbana, Ill.

American Business Education Yearbook. (Joint publication of EBTA and NBTA)

Balance Sheet. South-Western Publishing Co.

Business Education Association Yearbook. (Copies available at New York University bookstore)

Business Education Forum. National Business Education Assoc.

Business Education Newsletter. Prentice-Hall

Business Education World. Gregg Publishing, McGraw-Hill

Business Teacher. Gregg Publishing, McGraw-Hill

Delta Pi Epsilon Journal. New York University Press

Dictaphone Education Forum. Dictaphone Corp., Bridgeport, Conn.

Journal of Business Education. Frethaway Publishing Co.

National Business Education Quarterly. National Business Education Assoc.

Pitman Journal. Pitman

The Secretary. National Secretaries Assoc. (International)

Today's Secretary. Gregg Publishing, McGraw-Hill

Typewriting News. South-Western Publishing Co.

Films

Starred (*) films are available from the Bureau of Audio-Visual Instruction, Board of Education of the City of New York, 131 Livingston St., Brooklyn, N.Y. 11201.

The films listed are 16mm with sound. Other sources for films are listed on page 170.

BANKING AND FINANCE

FRED MEETS A BANK Coronet, Bus. Ed Films 11 min.
Describes the purposes and handling of a check; opening of a savings account; securing a loan; a visit to the safety deposit box.

ENGLISH

BETTER CHOICE OF WORDS* Coronet, Bus. Ed Films 11 min.
Shows how choosing correct words helps others understand what one is saying. Students are encouraged to improve their vocabulary, to keep a clear mental picture of what they want to say, and to select words best suited to the audience.

BUILD YOUR VOCABULARY Coronet, Bus. Ed. Films 11 min.
Teaches students the value and techniques of learning new words — and how to use them. Mr. Willis finds himself at a loss for words at a public meeting, takes a cue from his son Pete, and embarks upon a campaign of improvement.

EIGHT PARTS OF A BUSINESS LETTER* Bus. Ed. Films 11 min.
Explains each part of a business letter, its punctuation, style, and form. Describes the proper layout of standard letterheads, the way to address an envelope, and how to fold and insert letters.

IMPROVE YOUR PUNCTUATION McGraw-Hill, Bus. Ed. Films 11 min.
Teaches high school class punctuation trouble spots: comma, semicolon, colon, question mark, quotation marks. Shows amusing misinterpretations resulting from incorrect punctuation. Stresses importance in clarifying written communication.

IMPROVE YOUR SPELLING* Coronet 11 min.
Describes a high school boy's determination to improve his term paper. In editing it, therefore, he uses the recommended procedures for learning the spelling of words.

LOOK IT UP! Coronet 11 min.
Designed to motivate the dictionary habit, especially for definitions, spelling, and pronunciation. Describes additional useful dictionary information, such as synonyms, derivations, prefixes, suffixes, and geographical, historical, and biographical data.

MAKING SENSE WITH SENTENCES Coronet, Bus. Ed. Films 11 min.
Examines sentences as complete thoughts. Teaches critical analysis of a sentence.

SPEEDING YOUR READING Teaching Aids Ex., Bus. Ed. Films 10 min.
Illustrates fundamental principles in correct reading habits. Shows how to increase reading span and, in turn, reading speed.

WHY PUNCTUATE?* McGraw-Hill 11 min.
Basic rules for use of most important punctuation marks. Stresses importance of correct punctuation in business and social life.

FILING

FILING PROCEDURES IN BUSINESS* (2d. ed.) Coronet 13½ min.
Describes step-by-step record keeping in a typical modern business. Demonstrates various types of filing equipment in preparing records for filing, then actual filing, retrieval, and transfer to storage. Also shows different methods of file organization: alphabetical, numerical, geographical, subject.

GROOMING

HOW TO BE WELL-GROOMED* (C) Coronet 10 min.
How two young people improve their personal appearance through attention to good grooming habits, good health, and good posture.

PERSONAL HEALTH FOR GIRLS* Coronet 11 min.
Describes the daily cleanliness habits of an attractive high school girl: taking a morning shower, caring for her complexion and fingernails, brushing her teeth, washing her hair, wearing clean clothes, putting on makeup correctly, exercising in games, and eating a balanced diet. For girls only.

HUMAN RELATIONS

ARE MANNERS IMPORTANT?* E. B. Films, Bus. Ed. Films 11 min.
Emphasizes the importance of good manners in getting along together. Presents the case of a boy who thinks "Kids don't need manners" and shows how he loses friends through inconsiderate acts. Poses questions about the importance of manners.

DEVELOPING LEADERSHIP Coronet, Bus. Ed. Films 11 min.
Enthusiasm, vision, responsibility, and knowledge are qualities of leadership.

DEVELOPING RESPONSIBILITY Coronet, Bus. Ed. Films 11 min.
Though responsibilities mean hard work and difficult decisions, there are compensations.

DEVELOPING SELF-RELIANCE Coronet, Bus. Ed. Films 11 min.
Analyzes steps in developing self-reliance. Draws distinction between dependence and asking advice and help.

EFFECTIVE LISTENING McGraw-Hill, Bus. Ed. Films. 15 min.
Demonstrates the importance of listening in the communication process, points out the major obstacles to effective listening, and discusses the ways good listening habits can be developed.

EVERYDAY COURTESY Coronet, Bus. Ed. Films 10 min.
Shows how courteous habits of thought and action help prevent friction in business and social activities.

GETTING WHAT YOU'RE AFTER McGraw-Hill, Bus. Ed. Films 6 min.
Should one's standard of fair play be lowered in business? Two girls seek the same position; and their ethics are compared, leaving the audience to judge.

GRAPEVINE, THE McGraw-Hill, Bus. Ed. Films 8 mins.
From overhearing part of a conversation in the boss's office, his secretary concludes, erroneously, that two office workers of long-standing service will be let go and replaced by computers. Film ends with the boss's asking, "How can you keep rumors from getting started?"

HOW TO KEEP A JOB Coronet, Bus. Ed. Films 11 min.
Teaches the importance of dependability, cooperation, initiative, and loyalty in keeping a job.

MIND YOUR MANNERS* Coronet 11 min.
Describes correct behavior of a high school boy and his sister with old friends, when meeting new friends, at home, at school, or on a date. Stresses consideration toward parents, teachers, and other adults, as well as proper courtesy when driving an automobile, riding a bus, or walking on the sidewalk.

OFFICE COURTESY* E. B. Films 12 min.
Describes human relations techniques for office workers with persons outside the company: face to face and over the telephone. Emphasizes courtesy and thoughtfulness and how the employee's attitude affects his company's success.

OFFICE ETIQUETTE* E. B. Films 14 min.
Shows how courtesy can be applied to typical situations, such as applying for a job, reporting to work the first day, and performing routine secretarial duties. Emphasizes consideration for fellow workers and employer, telephone courtesy, promptness, and the desirability of a friendly but businesslike attitude on the job.

OFFICE TEAMWORK* E. B. Films 12 min.
Dramatizes representative office situations in which teamwork is important. Reveals the effects of various employee attitudes on company morale and business.

LAW

WHAT IS A CORPORATION? Coronet, Bus. Ed. Films 11 min.
Differentiates between single proprietorship, partnership, and corporation. Lists advantages and disadvantages of each.

OFFICE MACHINES

A MATTER OF FORM (C) Moore, Bus. Ed. Films 23 min.
Describes automation in business processes and its importance in modern commercial transactions. Details the history of business forms from the simple salesbook to the complex forms for electronic high speed printers and how each type may best be used by modern business.

DICTAPHONE AND
EDIPHONE OPERATION United World, Bus. Ed. Films 16 min.
Demonstrates the operation of dictaphone and ediphone recorders and transcribers.

DICTAPHONE AND
EDIPHONE TECHNIQUES United World, Bus. Ed. Films 16 min.
Demonstrates the proper method of phrasing, how to control and phrase dictation at various speeds, prepare for a day's work, compose a letter, and correct errors in the transcriptions on the recordings.

DUPLICATING BY THE SPIRIT METHOD Bus. Ed. Films 14 min.
Demonstrates the preparation of a master carbon: typing the master set, making changes and corrections, operating the machine, proper machine care, and tips for obtaining best results. Compares the effectiveness of different types of duplicating processes, such as photocopy machine, offset printer, mimeograph, spirit duplicator.

FLUID DUPLICATOR, THE A. B. Dick (Free) 15 min.
Describes techniques of modern fluid duplicating.

HOW TO OPERATE A
MIMEOGRAPH DUPLICATOR BEVA, Bus. Ed. Films 20 min.
Details stencil preparation, use of the illuminated drawing board, hand and electric operation of the machine, and its care.

MASTER, THE A. B. Dick 15 min.
Describes techniques of modern fluid duplicating.

MAINTENANCE OF OFFICE MACHINES U.S. Navy, Bus. Ed. Films 35 min.
Shows care and maintenance of typewriters, transcribing machines, dictaphones, adding machines, and calculators.

MIMEOGRAPH, THE A. B. Dick 24 min.
Describes techniques of modern mimeographing.

MIMEOGRAPHING TECHNIQUES (B W; C) Bus. Ed. Films 15 min.
Demonstrates the complete process of typing a mimeograph stencil, from proper cleaning and adjusting of the typewriter to the use of a mimeoscope for hand lettering. Explains the operation of the mimeograph machine from the insertion of the stencil to the completed copy. Discusses various types of duplicating processes and the effective use of mimeographing in many situations, including a demonstration of color mimeographing.

MODERN BUSINESS MACHINES Teaching Aids, Bus. Ed. Films 20 min.
Demonstrates many expensive business machines not found in the classroom, such

as electromatic and Chinese typewriters and machines for filming, stenciling, folding, and lithographing.

THE STENCIL A. B. Dick 22 min.
Describes techniques of modern mimeographing.

PERSONALITY DEVELOPMENT

AS OTHERS SEE US Bus. Ed. Films 10 min.
Shows government employees how to treat the public. Employees meet the public in a variety of ways, some of them humorous and uncomfortably familiar. Useful for personnel in any situation where meeting the public with courtesy and intelligence is important.

BRIGHT YOUNG NEWCOMER McGraw-Hill, Bus. Ed. Films 8 min.
In his welcoming talk to a bright new employee, the office manager, praising her training and experience, suggests she come up with new ideas after familiarizing herself with the job. Discusses jealousy between old and new employees.

DEVELOPING SELF-RELIANCE* Coronet 11 min.
Discusses steps in acquiring self-reliance: (a) assume responsibility, (b) be informed, (c) know where you are going, (d) make your own decisions.

GETTING ALONG WITH OTHERS Bus. Ed. Films 29 min.
Discusses ways of getting along with people. Through interviews, shows why some people can get along more easily than others. Emphasizes interest in others, acceptance, understanding, cheerfulness, helpfulness, and neatness.

GOOD TABLE MANNERS Coronet 11 min.
Shows that good table manners consist of courtesy, consideration for others, and common sense. Emphasizes that teen-agers soon entering an adult world where they want to make a good impression must develop good table manners.

HOW TO GIVE AND TAKE INSTRUCTION Coronet, Bus. Ed. Films 11 min.
Importance of giving and taking instructions in business and social situations.

IMPROVE YOUR PERSONALITY* Coronet 11 min.
Through a variety of social episodes, teen-agers demonstrate ways of developing and controlling personalities as well as the right and wrong approaches to various situations.

MAKE YOUR OWN DECISIONS* Coronet 11 min.
Presents a high school girl who finds it difficult to make decisions for herself. Emphasizes three fundamental questions to be answered before making a decision.

PERSONAL QUALITIES FOR JOB SUCCESS Coronet, Bus. Ed. Films 11 min.
By observing job interviews of high school graduates, students learn that initiative, good personal appearance, businesslike work habits, willingness to accept criticism, and ability to get along with people are necessary for success.

PLANNING FOR SUCCESS Coronet, Bus. Ed. Films 10 min.
Reveals the relationship between success and personal adjustment. Shows that effort and a realistic goal, soundly guided, can lead to success.

PENMANSHIP

PENMANSHIP IMPROVER Teaching Aids, Bus. Ed. Films 10 min.
Shows the three simple strokes that make up 90% of all handwriting. Teachers using this system have reported substantial improvement.

REFERENCE BOOKS, RESEARCH

FIND THE INFORMATION Coronet 11 min.
Helps students find information quickly through the study of indexes. Teaches the use of the library card file and such general reference sources as *Readers' Guide to Periodical Literature, Who's Who in America,* and *The World Almanac.*

GETTING THE FACTS E. B. Films, Bus. Ed. Films 11 min.
Demonstrates that proper information is necessary in order to make intelligent decisions. Discusses available agencies for the purpose of providing citizens with needed facts and explores roles of newspapers, radio, television, libraries.

SECRETARIAL PROCEDURES

DUTIES OF A SECRETARY Nat. Educ. Films, Bus. Ed. Films 30 min.
Discusses a secretary's dos and don'ts. Emphasizes dress, office procedure, dictation, etiquette, business confidence, mail handling, filing procedure, calendar control, and telephone technique. Stresses the importance of tact and initiative.

HELP WANTED: SECRETARY Bus. Ed. Films 18 min.
Being a good secretary is more than being a stenographer or a typist. It is a state of mind. Humorously points out bad secretarial practices and then summarizes the qualities of a good secretary.

THE SECRETARY: A NORMAL DAY Coronet 11 min.
Shows typical secretarial responsibilities: making appointments, greeting visitors, processing incoming mail, supervising files, organizing a business trip, taking dictation, and transcribing. Emphasizes personal qualities of self-direction, tact, willingness to learn, judgment, and enthusiasm.

SHORTHAND

THE CHAMPIONS WRITE McGraw-Hill, Bus. Ed. Films 15 min.
Shows eight of the country's outstanding Gregg shorthand writers. Very effective motivation in stimulating students, by showing experts in action.

THE SECRETARY TAKES DICTATION Coronet, Bus. Ed. Films 10 min.
Demonstrates procedures in taking dictation in an office, including handling of rush items, telegrams, office memos, corrections.

THE SECRETARY TRANSCRIBES Coronet, Bus. Ed. Films 10 min.
Stresses methods of transcribing dictation for modern business. Differentiates between a secretary and a stenographer.

THE SECRETARY:
TAKING DICTATION (2d ed.) Coronet, Bus. Ed. Films 11 min.
Shows proper dictation techniques as: organization of supplies, sitting position, ways of handling special information, other routine procedures.

THE SECRETARY: TRANSCRIBING (2d ed.) Coronet, Bus. Ed. Films 11 min.
Demonstrates transcription techniques: handling of shorthand notes, establishing priorities, typing techniques, proper layout, use of a transcribing machine.

TAKE A LETTER, PLEASE United World, Bus. Ed. Films 22 min.
Burlesques the scatterbrain, speed demon, dreamer, and Simon Legree — common faults of people who dictate. Presents the worst situations students are likely to encounter in taking dictation.

SPEECH

IMPROVE YOUR
PRONUNCIATION (B W; C) Coronet, Bus. Ed. Films 11 min.
While practicing his speech for the class banquet, Walter realizes his shortcomings in pronunciation. He improves by using these basic rules: (a) pronounce every syllable, (b) pronounce each sound correctly, (c) use accepted pronunciation, and (d) use natural pronunciation.

MAKE YOURSELF UNDERSTOOD E. B. Films, Bus. Ed. Films 14 min.
Introduces the basic elements of the communication process. Points out how to communicate effectively and how to receive communications intelligently. Stresses five elements: communicator, message, medium, audience, response.

STUDYING TECHNIQUES

DO BETTER ON YOUR EXAMINATIONS* Coronet 11 min.
The counselor motivates a failing student to adopt effective study habits, such as frequent reviewing, keeping up with daily work, and organizing his thinking.

HOMEWORK: STUDYING ON YOUR OWN* Coronet 11 min.
Helps students to take a positive and responsible attitude toward homework. Illustrates homework skills: finding a place and time to study; arranging projects according to materials needed.

HOW TO CONCENTRATE* Coronet 11 min.
Stresses, through demonstrations and audience participation, the following concentration techniques: looking for answers to questions, selecting one idea at a time, avoiding distractions, and employing periodic relaxation.

HOW TO REMEMBER Coronet, Bus. Ed. Films 10 min.
Stresses six important rules to help one's memory. Adults and students can profit by learning how to eliminate the "waste" of forgetting.

HOW TO STUDY (2d ed.) Coronet, Bus. Ed. Films 11 min.
By organizing work and time, by reading with a purpose, and by knowing how to locate reference material quickly, Jim is able to complete a special report as

well as maintain his regular study schedule. This second edition encourages students to follow Jim's example in developing study skills to enable them to do more in less time with less effort.

HOW TO SUCCEED IN SCHOOL Bus. Ed. Films 10 min.
Reveals attitudes and study skills to help students succeed in schools. Stresses that good work habits will help one in a career.

HOW TO TAKE A TEST Bus. Ed. Films 10 min.
Presents procedures for taking tests. Suggests ways of reviewing material and organizing ideas for proper recall. Finally, stresses careful reading of the test for good results.

HOW WE LEARN Coronet, Bus. Ed. Films 10 min.
States that a ready mind and appropriate materials are important for effective learning. Shows that goals, competition, cooperation, and understanding enable one to absorb learning. Typewriting is used as an illustration.

TELEPHONE

A MANNER OF SPEAKING (C) American Tel. & Tel. 28 min.
Sparkling with humor, this entertaining and instructive film takes you behind the scenes of a business organization where you see how misuse of the telephone adversely affects office efficiency and even loses customers. Shows, in a lively manner, practical applications of telephone courtesy.

IF AN ELEPHANT ANSWERS NY Telephone 26 min.
A call to an executive's office poorly handled by a secretary sets off a series of frustrating and amusing incidents — all of which could have been avoided through courteous, efficient use of the telephone.

INVISIBLE DIPLOMATS NY Telephone 20½ min.
Emphasizes the importance and prestige of a switchboard attendant's job and the vital role of a smooth-working communications system in the profit and loss aspects of business.

THE TOWN AND THE TELEPHONE (C) American Tel. & Tel. 28 min.
Shows how employees in all departments of the telephone company join to provide service in a typical community.

TYPEWRITING

ADDRESSING ENVELOPES Bus. Ed. Films 12 min.
Motion is slow enough for the learner to follow the models. Systematic repetition teaches much in one showing. Correlated with the Tidwell-Stuart Typing Teacher's Manual.

ADVANCED TYPING:
DUPLICATING AND MANUSCRIPT U.S. Navy, Bus. Ed. Films 25 min.
Demonstrates: making masters for duplicating machine, correcting mistakes on a stencil, using electromatic hectograph machine, and making symbols not on the typewriter.

ADVANCED TYPING: SHORTCUTS U.S. Navy, Bus. Ed. Films 33 min.
Stresses importance of good posture, proper equipment, how to type columns of figures, use carbons, make neat erasures, type cards, envelopes, labels.

BASIC TYPING:
MACHINE OPERATION U.S. Navy, Bus. Ed. Films 29 min.
Demonstrates typing speeds ranging from 35 to 180 words per minute and techniques for gaining speed. Shows operation of shift key, back spacer, tabular stop setting, typespacer, removal and replacement of platen and type guides.

BASIC TYPING: METHODS U.S. Navy, Bus. Ed. Films 31 min.
Shows development of typewriter, techniques of typing, posture, principles of the keyboard, methods of striking keys, and proper feeding of paper.

BUILDING TYPING SKILLS* Coronet 11 min.
Through practice of skill-building exercises, a typing student masters relaxation, attention to copy, control of arms and hands, and self-confidence.

ELECTRIC TYPING TIME (C) IBM 20 min.
Demonstrates the use of electric typewriters in offices and classrooms. Covers posture, features of this typewriter, learning to type on electrics, position of hands and fingers, lightness of touch, and typing of numbers.

KEYS TO THE FUTURE (C) Bus. Ed. Films 30 min.
Shows that a knowledge of typing can improve grades, expand interest in outside activities, and provide after-school income. Outlines careers where typing is an asset: the professions, newspaper and literary work, accountancy, law, teaching, and executive positions. Helps a young man get his first job.

KNOW YOUR TYPEWRITER (C) Bus. Ed. Films 30 min.
Teaches how to feed paper, use touch control, set tabular stop, change ribbon, use noiseless machines, indent extra letter in a word, set margins.

READY TO TYPE Coronet, Bus. Ed. Films 10 min.
Shows a contrast in efficiency. George gets ready to type by following a carefully planned preliminary operation, while Jane plunges in with no preparation.

RIGHT AT THE START (6 REELS) Bus. Ed. Films 62 min.
(Prepared in 19 sequences on 6 reels.) Breaks down the teaching of basic techniques into a step-by-step process. Each sequence provides a close-up lesson of one phase of learning the keyboard, as well as animated explanation, expert demonstrations, and drill activities for learners to perform with the demonstrator.

TIPS ON TYPING Bus. Ed. Films 21 min.
George Hossfield, ten times world's professional champion typist, demonstrates how to improve speed and efficiency and shows shortcuts for special jobs and machine care.

TYPE RIGHT Teaching Aids, Bus. Ed. Films 10 min.
Demonstrates, through the fingertips and typing strokes of Dr. Bruce Sardiga, one of the world's outstanding typists, the essentials of typing.

TYPEWRITER IN BUSINESS Bus. Ed. Films 21 min.
Shows various applications and uses of typewriters and typewriter attachments.

Includes electric, noiseless, automatic, and special keyboard machines. Makes suggestions for typing business correspondence, forms, statistics, offset plates, lists, and special jobs.

TYPING SKILLS: BUILDING SPEED (2d ed.) Coronet 11 min.
A young typist learns that it isn't enough to know the individual motions of typing. Building speed requires rhythmic and continuous movement. She learns that this can be achieved only through practice.

TYPING SKILLS: DAILY JOB TECHNIQUES (2d ed.) Coronet 13 min.
On-the-job typing proficiency requires adequate preparation for the day's work in addition to mastery of basic operation skills. A typist anticipates a variety of jobs and applies special techniques to such tasks as typing envelopes, stencils, and tabulated reports.

TYPING TECHNIQUES Bus. Ed. Films 21 min.
Illustrates, in an amusing film, common errors in posture, typing technique, care of a typewriter, taking dictation. Shows how to correct the errors.

USING A CARBON PACK Bus. Ed. Films 12 min.
Demonstrates many little known shortcuts to rapid manifolding and carbon uses while typewriting. Correlated with the Tidwell-Stuart Typing Teacher's Manual.

VOCATIONAL GUIDANCE

APTITUDES AND OCCUPATIONS (2d ed.) (B W; C) Coronet 16 min.
Examines scholastic achievement, aptitude, and interest tests — the basic types used to guide students to select a satisfying occupation. Illustrates necessary aptitudes for a variety of occupations. Stresses individual counseling and consideration of scholastic record and extracurricular activities.

CHOOSING YOUR OCCUPATION Coronet 11 min.
Self-appraisal, occupational possibilities, preparation requirements, and guidance facilities are a few of the ideas presented in this film for the benefit of vocational guidance classes.

COURT REPORTER, THE Teaching Aids, Bus. Ed. Films 10 min.
Shows requirements for becoming a court reporter, with actual courtroom scenes. Stresses use of Stenotype, instead of shorthand, for high speed writing.

DO I WANT TO BE A SECRETARY? Coronet 11 min.
Describes the skills, personal qualities, educational requisites, and principal duties of a secretary. A beginning secretarial student is assisted in her choice of vocation by her typing teacher and guidance counselor. She takes vocational tests, reads about secretarial work, and visits an office.

EARNING MONEY WHILE
GOING TO SCHOOL Coronet, Bus. Ed. Films 10 min.
Guides students considering employment. Explains advantages of part-time jobs.

FINDING THE RIGHT JOB Coronet, Bus. Ed. Films 11 min.
Describes job-lead sources, steps in obtaining a job, factors in evaluating future possibilities.

FINDING YOUR LIFE WORK — Bus. Ed. Films — 22 min.
Discusses importance of personality, training, and experience in getting a job. Recommends self-appraisal, study of various vocations, consultations with teachers and guidance counselors.

GETTING A JOB* — E. B. Films — 16 min.
Ed, a high school senior, visits his counselor and examines the "six roads to employment": non-profit services, want ads, commercial agencies, leads from friends, personal application, and civil service examinations.

HOW TO INVESTIGATE VOCATIONS — Coronet, Bus. Ed. Films — 11 min.
Motivates students to investigate and determine the vocations for which they are best suited. How to interpret vocational guidance tests, how to apply this information to different vocations, how to raise questions related to a specific job, and how to gain job experience are all effectively portrayed.

HOW TO KEEP A JOB* — Coronet — 11 min.
Notes that job success is based, among other factors, on getting along with fellow-workers and on proper work habits.

JOURNEY FOR MISS JAMES (C) — Bus. Ed. Films — 17 min.
Depicts, in animation, the scope, interest, and excitement of a secretarial career as well as the initiative and ability necessary to cope with important decisions.

PERSONAL QUALITIES FOR JOB SUCCESS* — Coronet — 11 min.
Shows graduates applying for jobs. Stresses the importance and necessity of initiative, good personal appearance, businesslike work habits, willingness to take criticism, and ability to get along with others — all elements of job success.

PLANNING YOUR CAREER* — E. B. Films, Bus. Ed. Films — 16 min.
Suggests three basic steps in choosing a career: learning about yourself; learning about vocations which interest you; and comparing your own interests and abilities with the requirements of selected vocations.

RIGHT TOUCH, THE (C) — Bus. Ed. Films — 18 min.
Presents a young woman's career as a student, typist, and private secretary. Different phases of office work are shown.

SECRETARY'S DAY — Coronet, Bus. Ed. Films — 10 min.
Compares daily activities of a secretary with those of a stenographer, showing added responsibilities of the former.

WORK — Bus. Ed. Films — 30 min.
Shows how to choose a job by knowing one's own level of performance, intelligence, and interest and by learning the results of one's personality and aptitude tests and the requirements of different jobs. Illustrates these by following a series of counseling sessions between a counselor and client.

I WANT TO BE A SECRETARY — Coronet, Bus. Ed. Films — 17 min.
Describes the clerical field with its different tasks. Stresses aptitudes necessary for proficiency.

WORKING FOR THE USA — United World, Bus. Ed. Films — 14 min.
Explains the nature and significance of civil service employment: how positions

are obtained; wage scales; opportunities for advancement; and fringe benefits. Notes requirements for qualified clerical, technical, and professional employees in various departments.

YOUR EARNING POWER Coronet Bus. Ed. Films 10 min.
Explains factors which determine earning power: economic conditions, kind of job selected, amount of education, personal qualities, and productive abilities. Teaches students how to improve their earning power.

SOURCES OF FILMS

A. B. Dick Co.
5700 W. Touhy Ave.
Chicago, IL 60648

American Telephone & Telegraph
195 Broadway
New York, NY 10013

Business Education Films
5113 Sixteenth Ave.
Brooklyn, NY 11204

Business Education Visual Aids, Inc.
5113 Sixteenth Ave.
Brooklyn, NY 11204

Coronet Films
Coronet Bldg.
Chicago, IL 60601

Encyclopedia Britannica Films
Educational Corp.
1150 Wilmette Ave.
Wilmette, IL 60091

International Business Machines Corp.
3424 Wilshire Blvd.
Los Angeles, CA 90005

McGraw-Hill
330 W. 42 St.
New York, NY 10036

Moore Business Forms
810 Kenmore Ave.
Buffalo, NY 14223

National Educational Films
420 Lexington Ave.
New York, NY 10017

New York Telephone
140 West Street
New York, NY 10007

Royal Typewriter Co., Inc.
150 New Park Ave.
Hartford, CT 06106

Teaching Aids, Inc.
Box 3527
Long Beach, CA 90903

U.S. Navy
Training Film Division
Washington, DC 20202

United World Films, Inc.
221 Park Ave., South
New York, NY 10003

KINESCOPES

The informative and highly motivating series of TV presentations developed by Jack Grossman is available from the Bureau of Audio-Visual Instruction (BAVI), Board of Education, 131 Livingston Street, Brooklyn, New York, NY 11201. You may order any programs directly

from BAVI by specifying the series title, "Improving Your Typewriting," the lesson number, and the lesson title.

1. Improving Typewriting Technique I
2. Know your Typewriter
3. Improving Typewriting Technique II
4. Developing Typewriting Accuracy
5. Increasing Typewriting Speed
6. Numerals and Special Characters
7. Attractive Placement on the Page
8. Personal Use: Typewriting I
9. Letters and Envelopes
10. Tabulations
11. Corrections
12. Business Forms
13. Personal Use: Typewriting II
14. Typewritten Duplication
15. Questions and Answers: Summary

Teaching Materials (Free/Inexpensive)

A. B. Dick Co., 5700 West Thouhy Ave., Chicago, Ill. 60648
Modern Mimeographing Handbook

Alumnae Advisory Center, Inc., 541 Madison Ave., New York, N.Y. 10002
The Job Interview

Avery Adhesive Label Corp., 211 E. 43 St., New York, N.Y. 10017
Correction Tape

Baltimore Salesbook Co., 3120 Frederick Ave., Baltimore, Md. 21229
Sample Forms for Business

Beryl Batten, Box 114, Chicago, Ill. 60690
Filing Tips

Bolt, Beranek, and Newman, Inc., Stamford, Conn. 06904
Dictaphone Secretarial Practice Course (1969) by Ivy Monk

Carter's Ink Co., Cambridge, Mass. 82142
How to Be an Expert on Carbons and Ribbons

Cel-U-Dex, Inc., 175 Fifth Ave., New York, N.Y. 10010
Bind-X Insertable Label

Dictaphone Corp., 420 Lexington Ave., New York, N.Y. 10017
Letter Perfect by Carol Stevenson

Dictation Disc Co., 240 Madison Ave., New York, N.Y. 10016
Methods of Improving Spelling Through the Use of the D. D. C. Spelling Aids by A. E. Klein

Ditto, Inc. Ditto Division, Bell & Howell Co., 735 Third Ave., New York, N.Y. 10017
Learning How to Operate the Ditto D-10 Letterhead and Billhead Masters

Envelopes and Paper Corp., 480 Canal St., New York, N.Y. 10013
Bulletin Board Chart

Frederick Post Co., Monrovia, Calif. 91016
Decimal Equivalent Chart

Glamour, Conde Nast Publications, Greenwich, Conn. 06830
Office Grooming

Glidden Co., 1396 Up[illegible]n Commerce Bldg., Cleveland, Ohio 44115
Getting the Right Job

Gregg Publishing, McGraw-Hill, 330 W. 42 St., New York, N.Y. 10036
Fitting Yourself for Business by F. G. MacGibbon
How to Improve Your Personality by Roy Newton and F. G. Nichols
Marks of Merit (Filing Certificates)

Hardware Mutuals, Stevens Point, Wisc. 54481
What Will You Do After Graduation?

Herring-Hall Marvin Safe Co., Hamilton, Ohio
How and How Long Should Business Records Be Kept?

National Federation of Business and Professional Women's Clubs, Inc., 1790 Broadway, New York, N.Y. 10019
Take a Look at Yourself (personal checklist)

National Association of Manufacturers, 2 E. 48 St., New York, N.Y. 10017
Working Together
Your First Job
Your Future Is What You Make It

New York Life Insurance Co., 51 Madison Ave., New York, N.Y. 10010
Your Job Interview

Pitney-Bowes, Inc., 3471 Crosby St., Stamford, Conn. 06904
How to Increase the Prestige of Your Mail
Postal Tips and Information
29 Timely Mailing Tips
What Are You Doing to Set Off the Increase in Postal Rates?

Proctor and Gamble, Division of Public Relations, Cincinnati, Ohio 45201
Through the Looking Glass to Good Grooming

Public School Publishing Co., Bloomington, Ill. 61701
Do I Know How to Apply for a Job?

Remington Rand, Division of Sperry Rand Corp., 315 Park Ave. South, New York, N.Y. 10010
Carbon Paper Selections Chart
How You Spell It
Model Letter Kit
Ten-Lesson Course in Touch Operation of the 10-Key Figuring Machines by A. E. Klein

Royal Typewriter Division, Litton Industries, 111 John St., New York, N.Y. 10013
You — as a Secretary

Safeguard Corp., Lansdale, Pa.

Be Wise: Safeguard Your Check Procedure

Science Research Associates, 57 West Grand Ave., Chicago, Ill. 60610

Life Adjustment booklets:

Choosing Your Career
Discovering Your Real Interests
Your Personality and Your Job
How to Get a Job
What Employers Want

South-Western Publishing Co., Cincinnati, Ohio 45201

Careers in Business (Chart)

Thomas A. Edison, Inc., West Orange, N.J. 07052

A Line on Television
Voicewriting School Training Manual

Underwood Olivetti Corp., Business Education Division, 2park Ave., New York, N.Y. 10016

Letterhead Ditto Carbon (Masters)
The Girl With the Halo

Western Union Telegraph Co., 888 Eighth Ave., New York, N.Y. 10019

Helpful Hints
Telegram blanks

IMPORTANT ADDRESSES

Administrative Management Society, Willow Grove, Pa. 19090

American Management Association, 1515 Broadway, New York, N. Y. 10036

Bristol-Myers, Education Service Dept., 45 Rockefeller Plaza, New York, N. Y. 10020

Felt and Tarrant Manufacturing Co., 1735 North Paulina St., Chicago, Ill. 60622

IBM Corp., 211 Montague St., Brooklyn, N. Y. 11201

Journal of Business Education, Trethaway Publishing Co., Wilkes Barre, Pa. 18700

Monroe International, 1 Dekalb Ave., Brooklyn, N. Y. 11201

National Business Education Association, 1201 16th St. N.W., Washington, D.C. 20002

National Secretaries Association, 1103 Grand Ave., Kansas City, Mo. 64106

Psychological Corp., 304 East 45th St., New York, N. Y. 10017

Pocket Books, Simon & Schuster, 1 West 39th St., New York, N. Y. 10018

3M Company, 75-07 Main St., Flushing, N. Y. 11367

Victor-Comptometer Corp., 3900 North Rockwell St., Chicago, Ill. 60618

W. A. Scheaffer Pen Co., Fort Madison, Iowa 52627